Government
Publications

SESSIONAL PAPERS

VOL. XLVI.—PART VI.

THIRD SESSION

OF THE

THIRTEENTH LEGISLATURE

OF THE

PROVINCE OF ONTARIO

SESSION 1914

TORONTO:
Printed and Published by L. K. CAMERON, Printer to the King's Most Excellent Majesty
1914

Printed by
WILLIAM BRIGGS,
29-37 Richmond Street West,
TORONTO.

1091031

LIST OF SESSIONAL PAPERS

PRESENTED TO THE HOUSE DURING THE SESSION.

TITLE.	No.	REMARKS
Accounts, Public	1	*Printed.*
Agricultural College, Report	30	"
Agricultural and Experimental Union, Report	32	"
Agricultural Societies, Report	42	"
Agriculture, Department of, Report	29	"
Almonte High School, correspondence	103	*Not Printed.*
Algonquin Park Forest Reserve	72	*Printed.*
Archivist, Report	51	"
Auditor, Statement of	54	"
Bee-Keepers', Report	37	*Printed.*
Bilingual Schools, correspondence with Bishop Fallon	101	*Not Printed.*
Bilingual Schools, correspondence with Bishop Scollard	102	"
Births, Marriages and Deaths, Report	20	*Printed.*
Canada Temperance Act, attitude of officials in Welland	76	*Not Printed.*
Children, Dependent, Report	27	*Printed.*
Coal supply for Public Institutions	74	*Not Printed.*
Colcock, N.B., moneys advanced to	60	"
Cole's Report, Mining Engineer T. & N.O.	88	*Printed.*
Common Gaols, official regulations	92	"
Consolidated Revenue Fund, Orders-in-Council	63	*Not Printed.*
Corn Growers' Association, Report	35	*Printed.*
Dairymen's Association, Report	38	*Printed.*
Division Courts, Report	5	"
Division Courts, Revised Rules and Orders	71	"
Education, Report	17	*Printed.*
Education, Orders-in-Council	55	"
Education, grants to rural public schools	77	*Not Printed.*
Education, investigation by Dr. Merchant	86	"
Education, grants withheld	98	"
Education, correspondence, Almonte School	103	"
Education, authorized text-books	104	"

Title.	No.	Remarks.
Elections, return from Records	50	*Printed.*
Electric Railways, Report for or against	62	"
Employers' Liability, for Compensation to Employees	53	"
Entomological Society, Report	36	"
Epileptics Hospital, Report	23	"
Estimates	2	"
Factories, Report	46	*Printed.*
Farmers' Institutes, Report	40	"
Feeble-minded, Report	24	"
Forest Reserves—Pembroke Lumber Company	72	"
Friendly Societies, Report	11	*Printed.*
Fruit Growers', Report	44	"
Fruits of Ontario	33	"
Game and Fish, Report	14	*Printed.*
Goodman, prosecution of correspondence	59	*Not Printed.*
Good Roads Commission, Report	84	*Printed.*
Grand River, overflow, correspondence	58	*Not Printed.*
Guelph Prison Farm, buildings erected	75	"
Hamilton Athletic Association, correspondence	79	*Not Printed.*
Health, Report	21	*Printed.*
Health, Special Report	21a	"
Highway Improvement, Report	15	"
Horticultural Societies, Report	43	"
Hospitals and Charities, Report	25	"
Hospitals and Charities, Regulations	91	"
Hydro-Electric Power Commission, Report	48	"
Hydro-Electric Power Commission, moneys spent on line from Morrisburg to Prescott	87	*Not Printed.*
Idiots and Epileptics, Report	23	*Printed.*
Industrial Farms, Official Regulations	93	"
Industries, Report of Bureau	45	"
Insane Hospitals, Report	22	"
Insane Hospitals, Regulations	95	"
Insane Hospitals, Bulletin	56	"
Insurance, Report	10	"
Kenora, action against, correspondence	70	*Not Printed.*
Labour, Report	16	*Printed.*
Lands, Forests and Mines, Report	3	"
Legal Offices, Report	6	"
Library, Report	52	*Not Printed.*

Title.	No.	Remarks.
Liquor License Acts, Report	28	*Printed.*
Liquor License Holders in Toronto	69	*Not Printed.*
Live Stock Associations, Report	39	*Printed.*
Loan Corporations, Statements	12	"
Local Option, convictions	89	*Not Printed.*
Mercer Reformatory, Regulations	90	*Printed.*
Meredith, Sir William R., moneys paid to	80	*Not Printed.*
Murray, Mather & Co., option to	82	"
Mines, Report of Bureau	4	*Printed.*
Municipal Drainage, Order-in-Council	85	"
McKelvie, Overseer, conduct of	59	*Not Printed.*
Northern Ontario, road construction in	73	*Printed.*
Ontario Homes Company, charter of	99	*Not Printed.*
Ontario Hospitals, Regulations	95	*Printed.*
Ontario Railway and Municipal Board, Report	49	"
Ontario Reformatory, Regulations	94	"
Ontario Vegetable Growers', Report	34	"
Pembroke Lumber Company	72	*Printed.*
Power Commission Act, Orders-in-Council	97	*Not Printed.*
Prison Farm, buildings on	75	"
Prisons and Reformatories, Report	26	*Printed.*
Provincial Auditor, Statements	54	"
Provincial Conference, Proceedings	67	
Provincial Municipal Auditor, Report	8	"
Provincial securities sold	64	*Not Printed.*
Public Accounts, 1913	1	*Printed.*
Public Health, Report	21	"
Public Institutions, coal for	74	*Not Printed.*
Public Works, Report	13	*Printed.*
Queen Victoria N. F. Park, Report	9	*Printed.*
Railway and Municipal Board, Report	49	*Printed.*
Registrar-General, Report	20	"
Registry Offices, Report	7	"
Road Construction in Northern Ontario	73	"
Rondeau Provincial Park, Regulations	57	"
Secretary and Registrar, Report	19	*Printed.*
Smuck, William, license application	66	*Not Printed.*
Statute distribution	96	"
Surrogate Court, Orders-in-Council	61	"

Title.	No.	Remarks.
Taylor, Scott & Co., amount received from	68	*Not Printed.*
Taylor, Mr., evidence of	83	"
Text-books, authorized	104	"
Timber Limits, sold	65	"
Timiskaming & N. O. Ry. Commission, Report	47	*Printed.*
Timiskaming & N. O. Ry., Cole's Report	88	"
Timiskaming & N. O. Ry., settlers' effects, over	100	*Not Printed.*
Toronto Liquor License Holders	69	"
Toronto University, Report	18	*Printed.*
Toronto University, cost of heating plant	78	*Not Printed.*
Toronto University, *re* deficit	81	"
Vegetable Growers', Report	34	*Printed.*
Veterinary College, Report	31	"
Whitson's Report on road construction in New Ontario.	73	*Printed.*
Women's Institutes, Report	41	"
Workmen's Compensation, Report	53	"

LIST OF SESSIONAL PAPERS

Arranged in Numerical Order with their Titles at full length; the dates when presented to the Legislature; the name of the Member who moved the same, and whether ordered to be Printed or not.

CONTENTS OF PART I.

No. 1 Public Accounts of the Province for the year ending 31st October, 1913. Presented to the Legislature, 3rd March, 1914. *Printed.*

No. 2 Estimates—Supplementary, for the service of the Province for the year ending 31st October, 1913-14. Presented to the Legislature, 27th February and 9th April, 1914. *Printed.* Estimates for the year ending 31st October, 1915. Presented to the Legislature, April 21st, 1914. *Printed.*

CONTENTS OF PART II.

No. 3 Report of the Department of Lands, Forests and Mines for the year 1913. Presented to the Legislature, April 15th, 1914. *Printed.*

No. 4 Report of the Bureau of Mines for the year 1913. Presented to the Legislature, April 1st, 1914. *Printed.*

No. 5 Report of the Inspector of Division Courts for the year 1913. Presented to the Legislature, March 11th, 1914. *Printed.*

No. 6 Report of the Inspector of Legal Offices for the year 1913. Presented to the Legislature, April 1st, 1914. *Printed.*

No. 7 Report of the Inspector of Registry Offices for the year 1913. Presented to the Legislature, April 17th, 1914. *Printed.*

No. 8 Report of the Provincial Municipal Auditor for the year 1913. Presented to the Legislature, April 16th, 1914. *Printed.*

No. 9 Report of the Commissioners for the Queen Victoria Niagara Falls Park for the year 1913. Presented to the Legislature, April 15th, 1914. *Printed.*

CONTENTS OF PART III.

No. 10 Report of the Department of Insurance for the year 1913. Presented to the Legislature, March 20th, 1914. *Printed.*

No. 11 Report of the Registrar of Friendly Societies for the year 1914. Presented to the Legislature, March 20th, 1914. *Printed.*

CONTENTS OF PART IV.

No. 12 Loan Corporations Statements made by Building Societies, Loan Companies, Loaning Land and Trust Companies for the year 1913. Presented to the Legislature, March 20th, 1914. *Printed.*

No. 13 Report of the Department of Public Works for the year 1913. Presented to the Legislature, March 11th, 1913. *Printed.*

No. 14 Report of the Game and Fisheries Department for the year 1913. Presented to the Legislature, February 27th, 1914. *Printed.*

CONTENTS OF PART V.

No. 15 Report on Highway Improvement in the Province for the year 1913. Presented to the Legislature, April 16th, 1914. *Printed.*

No. 16 Report of the Bureau of Labour for the year 1913. Presented to the Legislature, March 11th, 1914. *Printed.*

CONTENTS OF PART VI.

No. 17 Report of the Department of Education for the year 1913. Presented to the Legislature, March 12th, 1914. *Printed.*

CONTENTS OF PART VII.

No. 18 Report of the University of Toronto Board of Governors for the year ending 30th June, 1913. Presented to the Legislature, March 18th, 1914. *Printed.*

No. 19 Report of the Secretary and Registrar of the Province for the year 1913. Presented to the Legislature, April 15th, 1914. *Printed.*

No. 20 Report of the Registrar-General upon Births, Marriages and Deaths for the year 1913. Presented to the Legislature, March 27th, 1913. *Printed.*

No. 21 Report of the Provincial Board of Health for the year 1913. Presented to the Legislature, March 16th, 1914. *Printed.*

No. 21*a* Special Report of the Provincial Board of Health on the work of the District Officers of Health for the year 1912-13. Presented to the Legislature, March 6th, 1914. *Printed.*

CONTENTS OF PART VIII.

No. 22 Report upon the Hospitals for the Insane for the year 1913. Presented to the Legislature, April 21st, 1914. *Printed.*

No. 23 Report upon the Hospitals for Idiots and Epileptics at Orillia and Woodstock for the year 1913. Presented to the Legislature, April 28th, 1914. *Printed.*

No. 24 Report upon the Feeble-minded of the Province for the year 1913. Presented to the Legislature, April 23rd, 1914. *Printed.*

No. 25 Report upon the Hospitals and Charities for the year 1913. Presented to the Legislature, April 14th, 1914. *Printed.*

No. 26 Report upon the Prisons and Reformatories of the Province for the year 1913. Presented to the Legislature, April 21st, 1914. *Printed.*

No. 27 Report on Neglected and Dependent Children for the year 1913. Presented to the Legislature, April 15th, 1914. *Printed.*

No. 28 Report upon the operation of the Liquor License Acts, Ontario, for the year 1913. Presented to the Legislature, February 27th, 1914. *Printed.*

CONTENTS OF PART IX.

No. 29 Report of the Department of Agriculture for the year 1913. Presented to the Legislature, April 22nd, 1914. *Printed.*

No. 30 Report of the Agricultural College for the year 1913. Presented to the Legislature, April 22nd, 1914. *Printed.*

No. 31 Report of the Veterinary College for the year 1913. Presented to the Legislature, April 22nd, 1914. *Printed.*

No. 32 Report of the Agricultural and Experimental Union for the year 1913. Presented to the Legislature, April 22nd, 1914. *Printed.*

No. 33 The Fruits of Ontario. Presented to the Legislature, April 9th, 1914. *Printed.*

No. 34 Report of the Vegetable Growers' Association for the year 1913. Presented to the Legislature, April 16th, 1914. *Printed.*

No. 35 Report of the Corn Growers' Association for the year 1913. Presented to the Legislature, April 22nd, 1914. *Printed.*

No. 36 Report of the Entomological Society for the year 1913. Presented to the Legislature, April 22nd, 1914. *Printed.*

CONTENTS OF PART X.

No. 37 Report of the Bee-Keepers' Association for the year 1913. Presented to the Legislature, April 22nd, 1914. *Printed.*

No. 38 Report of the Dairymen's Association for the year 1913. Presented to the Legislature, April 22nd, 1914. *Printed.*

No. 39 Report of the Live Stock Associations for the year 1913. Presented to the Legislature, March 3rd, 1914. *Printed.*

No. 40 Report of the Farmer's Institutes for the year 1913. Presented to the Legislature, April 9th, 1914. *Printed.*

No. 41 Report of the Women's Institutes for the year 1913. Presented to the Legislature, April 9th, 1914. *Printed.*

No. 42 Report of the Agricultural Societies of the Province for the year 1913. Presented to the Legislature, April 9th, 1914. *Printed.*

No. 43 Report of the Horticultural Societies of the Province for the year 1913. Presented to the Legislature, April 22nd, 1914. *Printed.*

No. 44 Report of the Fruit Growers' Association for the year 1913. Presented to the Legislature, April 22nd, 1914. *Printed.*

No. 45 Report of the Bureau of Industries for the year 1913. Presented to the Legislature, April 23rd, 1914. *Printed.*

No. 46 Report of the Inspectors of Factories for the year 1913. Presented to the Legislature, April 22nd, 1914. *Printed.*

CONTENTS OF PART XI.

No. 47 Report of the Timiskaming and Northern Ontario Railway Commission for the year 1913. Presented to the Legislature, March 23rd, 1914. *Printed.*

No. 48 Report of the Hydro-Electric Power Commission for the year 1913. Presented to the Legislature, March 16th, 1914. *Printed.*

CONTENTS OF PART XII.

No. 49 Report of the Ontario Railway and Municipal Board for the year 1913. Presented to the Legislature, April 24th, 1914. *Printed.*

No. 50 Return from the Records of the Bye-elections held on the second day of June, the fourteenth day of July, the eighth day of September, and the twenty-seventh day of November, 1913. Presented to the Legislature, February 18th, 1914. *Printed.*

No. 51 Report of the Provincial Archivist for the year 1913. Presented to the Legislature, April 15th, 1914. *Printed.*

CONTENTS OF PART XIII.

No. 52 Report upon the state of the Library. Presented to the Legislature, April 23rd, 1914. *Not Printed.*

No. 53 Final Report of Commissioner on Laws relating to the Liability of Employers to make Compensation to their Employees. Presented to the Legislature, March 27th, 1914. *Printed.*

No. 54 Statements of Provincial Auditor for the year 1912-13. Presented to the Legislature, March 19th, 1914. *Printed.*

No. 55 Copies of Orders-in-Council and Regulations under section 27 of the Department of Education Act. Presented to the Legislature, February 25th, 1914. *Printed.*

No. 56 Bulletin of the Ontario Hospitals for the Insane. Presented to the Legislature, February 27th, 1914. *Printed.*

No. 57 Regulations respecting Rondeau Provincial Park, 1913. Presented to the Legislature, February 27th, 1914. *Printed.*

No. 58 Return to an Order of the House of the 27th March, 1913, for a Return showing:—1. Copies of all correspondence between the Minister of Public Works or any other member of the Government or any official thereof, and any person or persons relating to the floods on the Grand River or any other river in the Province during the years 1908, 1909, 1910, 1911, 1912. 2. Copies of all petitions received during the said years by the Government or any Minister of the Government from any person or persons relating to the floods on the Grand River or any other river in the Province, or requesting the Government to take action towards the prevention of floods. 3. Copies of all reports made by any engineer or engineers employed on behalf of the Government or on behalf of the Hydro-Electric Power Commission, for the purpose of investigating the floods on the Grand River or any other river in the Province, or the means of preventing or mitigating such floods or of conserving and regulating the flow of such rivers or investigating the electrical power potentialities of such rivers. Presented to the Legislature, February 27th, 1914. Mr. *Marshall. Not Printed.*

No. 59 Return to an Order of the House of the 22nd April, 1913, for a Return showing:—Copies of all correspondence between the Attorney-General or any other member of the Government or any official of the Government and any other person or persons relating to:—1. The prosecution of one Goodman, formerly Chief of Police at New Liskeard on November 12th last, for an offence against the Game Laws. 2. The conduct of one McKelvie, an overseer of the Game and Fisheries Department at

New Liskeard, Ont., or the dismissal of the said McKelvie from his position. 3. The prosecution of one Eli Tibbs in November, 1912, for illegal possession of furs. 4. The prosecution of any party or parties for illegal possession of furs seized by the said McKelvie from one Angus Wabi. Presented to the Legislature, February 27th, 1914. Mr. *Elliott.* *Not Printed.*

No. 60 A Return to an Order of the House of the 15th April, 1913, for a Return showing:—1. In detail the persons to whom the sum of $19,946.18, appearing an page 323 of the Public Accounts, 1912, was advanced by N. B. Colcock, and the purposes for which the same was advanced. 2. In detail the persons to whom the sum of $11,060.85, appearing on page 372 of the Public Accounts was paid by N. B. Colcock, and the purposes for which the same was paid. Presented to the Legislature, March 3rd, 1914. Mr. *Anderson (Bruce).* *Not Printed.*

No. 61 Copies of Orders-in-Council authorizing payments out of Surrogate of the Counties of York and Simcoe in accordance with the provisions of the Surrogate Courts Act. Presented to the Legislature, March 10th, 1914. *Not Printed.*

No. 62 Return to an Order of the House of the 11th March, 1913, for a Return showing for what Municipalities was the Report of the Lieutenant-Governor in Council in favour of, or against, building an electric railway for such Municipalities. Presented to the Legislature, March 16th, 1914. Mr. *Elliott.* *Printed.*

No. 63 Copies of Orders in Council in accordance with the provisions of sec. 2, cap. 2, 2 George V, An Act for raising money on the Credit of the Consolidated Revenue Fund of Ontario. Presented to the Legislature, March 16th, 1914. *Not Printed.*

No. 64 Return to an Order of the House of the 2nd March, 1914, for a Return showing:—1. What securities have been sold by the Province since October 31st, 1912. 2. What was the date of the sales. 3. What are the names of the purchasers. 4. What are the prices at which such securities were sold. Presented to the Legislature, March 16th, 1914. Mr. *Sinclair.* *Not Printed.*

No. 65 Return to an Order of the House of the 27th February, 1914, for a Return showing:—1. What timber limits, or areas, have been sold by the Government since the first day of January, 1913, and the total area of each. 2. The price at which each such limit, or area, was sold. 3. The names of the respective purchasers and if any were sold at public auction. 4. And if any were so sold at auction, which limit or area was so sold, and the dates on which the several sales took place. Presented to the Legislature, March 18th, 1914. Mr. *Mageau.* *Not Printed.*

No. 66 Return to an Order of the House of the 6th March, 1914, for a Return showing:—1. Application for license of William Smuck of the Township of Bayham in the electoral district of East Elgin for the year 1913-14; the granting thereof; the withdrawal of such application; all correspondence between the Department and any officer thereof and the said Smuck, or the License Inspector or other residents of East Elgin in reference thereto. 2. The application of the said Smuck to be appointed License Inspector for East Elgin, and all protests against his appointment. 3. All letters, reports or communications in reference to the health or work by the former License Inspector, Mr. W. R. Andrews. 4. The resignation of the former License Inspector or Notice of the Termination of his employment. 5. All protests or complaints during the years 1912, 1913 and 1914 from residents of Aylmer or other citizens of East Elgin in reference to the lack of enforcement of the License Law and the conduct of the hotels in Aylmer or of license officials of East Elgin. Presented to the Legislature, March 27th, 1914. Mr. *Rowell. Not Printed.*

No. 67 Minutes of the Proceedings in Conference of the Representatives of the Provinces, October, 1913. Presented to the Legislature, March 19th, 1914. *Printed.*

No. 68 Return to an Order of the House of the 2nd March, 1914, for a Return showing:—1. What amount was received by the Government from Messrs. Taylor, Scott & Co. for the work done by prisoners from Central Prison under its contract with Taylor, Scott & Co., dated 1st September, 1905, for each year during which the contract was in force. 2. How long was the contract in force. 3. What amounts were paid by the Government for debt, damages or costs respectively in connection with or arising out of the said contract. 4. To whom were such amounts paid. 5. Was the agreement between Taylor, Scott & Co. and the Government changed after the agreement had been submitted to the House and approved by it. 6. If it were changed, were such changes embodied in an agreement in writing between the parties. 7. If it was changed, was such change or modified agreement submitted to the House for approval. Presented to the Legislature, March 23rd, 1914. Mr. *Bowman. Not Printed.*

No. 69 Return to an Order of the House of the 18th March, 1914, for a Return showing:—1. The names of the license holders under the Liquor License Act in the City of Toronto for the year from 1st May, 1908, to 1st May, 1909, and the place or places of business in which each license holder carried on business. 2. The names of those license holders under the said Act, and the location of the premises in which they carried on business, whose licenses were cut off or were not renewed in the year

1909 in Toronto. 3. The names of the license holders in Toronto whose licenses were transferred with the approval of the Board of License Commissioners in the years 1909, 1910, 1911, 1912 and 1913; the places in which they carried on business; the names of the persons to whom licenses were transferred; and the locations of the premises in which the persons to whom the licenses were transferred carried on business. Presented to the Legislature, March 23rd, 1914. Mr. *Proudfoot. Not Printed.*

No. 70 Return to an Order of the House of the 26th March, 1913, for a Return showing:—1. All the correspondence (including telegrams) passing between the Prime Minister, the Attorney-General, the Minister of Crown Lands or any other member or official of the Government and the Counsel or Solicitors for Keewatin Power Company, or the Counsel or Solicitors for the Hudson's Bay Company with reference to the action brought by these Companies against the Town of Kenora for a declaration that they and not the Crown were the owners of the water power on the East Branch of the Winnipeg River, and that the lease from the Crown to the Town of Kenora was invalid. 2. A copy of the telegram (if any) sent by the Prime Minister to the Counsel for the Keewatin Power Company advising him that the Government did not desire to defend its own title to the water power or be added as a party to the action. 3. All correspondence (including telegrams passing between the Town of Kenora or the Counsel or Solicitors for the Town of Kenora, and the Government or any Minister or official thereof with reference to these actions, and particularly all communications requesting the Crown to take part in the defence of its own title to the water power. 4. Copies of all correspondence (including telegrams) passing between the Prime Minister, Attorney-General, the Minister of Crown Lands or any other Minister or official of the Government, and Mr. W. H. Hearst, acting as Counsel for the Government, in reference to these actions. 5. Copy of the judgments of the Trial Judge and the Court of Appeal. Presented to the Legislature, March 24th, 1914. Mr. *Rowell. Not Printed.*

No. 71 Revised Rules, Orders and Forms of the Division Courts of the Province of Ontario. Presented to the Legislature March 26th, 1914. *Printed.*

No. 72 Correspondence and Papers relating to timber in the Algonquin Park Forest Reserve. Presented to the Legislature, March 27th, 1914. *Printed.*

No. 73 Whitson's Report upon Road Construction in Northern Ontario. Presented to the Legislature, March 30th, 1914. *Printed.*

No. 74 Return to an Order of the House of the 27th February, 1914, for a Return showing:—1. The names of the tenderers for the supply of coal for Government Institutions, in Toronto, during the years 1910, 1911, 1912 and 1913, respectively. 2. The amount of each tender for each of such years. 3. The names of the contractor or contractors for each of such years. 4. The amount of coal supplied under each contract during each year. 5. The prices at which the coal was purchased. Presented to the Legislature, March 31st, 1914. Mr. *Bowman*. *Not Printed.*

No. 75 Return to an Order of the House of the 27th February for a Return showing:—1. What buildings have been erected by the Province at the Prison Farm at Guelph. 2. What has been the total cost to the Province of each building. 3. Were any of these buildings built by prison labour in whole or in part. 4. If so, what buildings, and what class of prison labour was employed. 5. And if the statement of cost makes any allowance for the prison labour employed, if any. Presented to the Legislature, March 31st, 1914. Mr. *Atkinson*. *Not Printed.*

No. 76 Return to an Order of the House of the 18th March, 1914, for a Return showing:—1. Whether the Minister of Agriculture or any officer or official of his Department, or the Minister of Education or any officer or official of his Department, communicated with the district representative of Agriculture within the County of Welland with reference to his attitude to the Canada Temperance Act or the vote to be taken thereon on the 29th January last. 2. And if any communication was made, was such communication verbal or in writing. 3. And who was the officer making the same, and what was the date thereof. Presented to the Legislature, March 31st, 1914. *Not Printed.*

No. 77 Return to an Order of the House of the 27th March, 1914, for a Return showing:—1. The conditions upon which grants are made to rural public schools. 2. Were the grants to the rural public schools of Ontario in 1913 less per school in 1913 than they were in the year 1912. If so, how much. 3. Has the Department of Education notified the Boards of Public School Trustees of Rural Schools, or any of them, that they cannot pay the grant provided for by the regulations. 4. If such notice has been given, upon what their ground for refusing to pay the grants. 5. Has the Department of Education notified the School Boards of Rural Schools, or any of them, that the grants this year would be cut down 28 *per cent.*, or any amount whatever. If so, how much. Presented to the Legislature, April 1st, 1914. Mr. *Kohler*. *Not Printed.*

No. 78 Return to an Order of the House of the 30th March, 1914, for a Return showing:—1. What was the estimated cost of the heating plant for the Toronto University. 2. What was the actual cost of the plant when fully completed. 3. Has the total amount

been paid; if not, what amount, if any, is held in reserve. 4. And if the heating plant is giving satisfaction. Presented to the Legislature, April 1st, 1914. Mr. *Bowman*. *Not Printed.*

No. 79 Return to an Order of the House of the 1st April, 1914, for a Return of copies of all correspondence, resolutions or other documents received by, or on behalf of any Member of the Government in any way relating to the Hamilton Athletic Association regarding which certain legislation is sought for during the current Session. Presented to the Legislature, April 2nd, 1914. Mr. *Studholme*. *Not Printed.*

No. 80 Return to an Order of the House of the 1st April, 1914, for a Return showing:—1. What sum of money has Sir William Meredith, the Chief Justice of Ontario, received from the Government in addition to his salary as Chief Justice, since January 1st, 1909, to date. 2. In what capacity did Chief Justice Sir William Meredith receive such sum or sums, and what amount was received with respect to each capacity in which he received any sum or sums as aforesaid. Presented to the Legislature, April 2nd, 1914. Mr. *Anderson (Bruce)*. *Not Printed.*

No. 81 Return to an Order of the House of the 27th March, 1914, for a Return showing:—1. If there was a deficit in the financial operations of the Provincial University for the fiscal year ending 1912. If so, how much. 2. Was there a deficit in the financial operations of the Provincial University for the fiscal year 1913. If so, how much. 3. If there have been deficits during the years 1912-13, or either of them, how have these deficits been provided for. 4. What is the estimated expenditure of the Provincial University for the current fiscal year. 5. What is the estimated revenue of the University for the current fiscal year. Presented to the Legislature, April 2nd, 1914. Mr. *Marshall*. *Not Printed.*

No. 82 Return to an Order of the House of the 27th March, 1914, for a Return showing:—1. If there was an option given to the firm of Murray, Mather & Co. to purchase certain Government securities during the calendar year 1913. 2. If so, what was the date of the option, and what were the character, amount and price of the securities covered by it. 3. Was such option, if any, exercised; and if so, to what extent. Presented to the Legislature, April 3rd, 1914. Mr. *Sinclair*. *Not Printed.*

No. 83 Return to an Order of the House of the 27th March, 1914, for a Return showing:—1. Copy of evidence of Mr. Taylor, of Messrs. Taylor, Scott & Co., given before the Dominion Penitentiary Investigation Commission, of which Mr. G. M. Macdonald, K.C., of Kingston, is Chairman, and which was taken in Shorthand by a Stenographer provided by Dr. Gilmour,

Warden of the Central Prison, such evidence or a copy thereof being now in the custody or control of the Provincial Secretary, or of some of the officers or officials of his Department, or of the institutions under the control of his Department. 2. Copies of all correspondence passing between the Provincial Secretary, or any officer or official of his Department, or any officer or official of any of the institutions under the charge of his Department, and Mr. Joseph Downey, in reference to the said evidence or the production thereof. Presented to the Legislature, April 3rd, 1914. Mr. *Bowman. Not Printed.*

No. 84 Report of the Good Roads Commission. Presented to the Legislature, April 7th, 1914. *Printed.*

No. 85 Copy of an Order-in-Council approved by His Honour the Lieutenant-Governor, under the provisions of 552 of sec. 18 of the Municipal Drainage Act. Presented to the Legislature, April 8th, 1914. *Printed.*

No. 86 Return to an Order of the House of the 2nd March, 1913, for a Return showing:—1. Copies of all correspondence between the Minister of Education or any other member or official of the Government and any other person or persons during 1910, 1911 and 1912, relating to the investigation made by Dr. Merchant of the bi-lingual or French-English Schools in Ontario. 2. Copies of all correspondence between the Minister of Education or any other member or official of the Government and any other person or persons during the year 1912, relating to Regulation No. 17. Presented to the Legislature, April 9th, 1914. Mr. *Mageau. Not Printed.*

No. 87 Return to an Order of the House of the 7th April, 1914, for a Return showing:—1. How much the Hydro-Electric Power Commission has spent in building the trunk line from Morrisburg to Prescott, and from Morrisburg to Winchester and Chesterville. 2. Did the Hydro-Electric Power Commission enter into an agreement with the New York and Ontario Power Company, or any person on their behalf, for a supply of power for transmission on this line, to be developed at Waddington or elsewhere; and if so, what is the date of such agreement. 3. Was it a term of any such agreement that the Directors of the New York and Ontario Power Company became personally liable if power was not supplied within a certain defined time. 4. Has the Hydro-Electric Power Commission entered into any agreement with the Rapids Power Company for the supply of power; if so, what is the date of such agreement. Presented to the Legislature, April 9th, 1914. *Not Printed.*

No. 88 Coles' Report, Mining Engineer, Timiskaming and Northern Ontario Railway Company. Presented to the Legislature, April 28th, 1914. *Printed.*

No. 89 Return to an Order of the House of the 8th April, 1914, for a Return showing:—1. The number of convictions for intoxication in Local Option Municipalities. 2. Convictions for other offences against Local Option Law during the license year 1912-13. Presented to the Legislature, April 14th, 1914. Mr. *McPherson*. *Not Printed.*

No. 90 Official Regulations for the Government of the Andrew Mercer Reformatory. Presented to the Legislature, April 16th, 1914. *Printed.*

No. 91 Official Regulations for the Government of the Hospitals and Public Charities of Ontario. Presented to the Legislature, April 16th, 1914. *Printed.*

No. 92 Official Regulations for the Government of Common Gaols of Ontario. Presented to the Legislature, April 16th, 1914. *Printed.*

No. 93 Official Regulations for the Government of Industrial Farms in Ontario. Presented to the Legislature, April 16th, 1914. *Printed.*

No. 94 Official Regulations for the Government of the Ontario Reformatory. Presented to the Legislature, April 16th, 1914. *Printed.*

No. 95 Official Regulations of the Ontario Hospitals. Presented to the Legislature, April 17th, 1914. *Printed.*

No. 96 Statement of Statute distribution for 1913. Presented to the Legislature, April 21st, 1914. *Not Printed.*

No. 97 Return to an Order of the House of the 27th March, 1913, for a Return showing:—Copies of all Orders in Council passed under Section 8, of the Power Commission Act, as amended by the Power Commissions Act, 1912. Presented to the Legislature, April 21st, 1914. Mr. *Mageau*. *Not Printed.*

No. 98 Return to an Order of the House of the 1st April, 1914, for a Return showing:—1. All the schools in the Province, both public and separate, from which the Government grant has been withheld during the years 1912 and 1913 respectively. 2. The grounds upon which such grants have been withheld from the said schools respectively. 3. The grounds upon which County Councils are required to withhold from schools the moneys raised by taxation from the people. Presented to the Legislature, April 21st, 1914. Mr. *Racine*. *Not Printed.*

No. 99 Return to an Order of the House of the Twenty-first day of April instant for a Return of a Copy of the Letters, or Charter, of the "Ontario Homes Company, Limited," giving the Corporation license to promote a company for the purpose of engaging in the business of the purchase of real estate in manufacturing localities and showing what, if any, returns have been made to the Department and if the company is still doing business. Presented to the Legislature, April 22nd, 1914. Mr. *Studholme*. *Not Printed.*

No. 100 Return to an Order of the House of the 16th April, 1914, for a Return showing:—The quantity of settlers' effects delivered over the T. & N. O. Railway at New Liskeard and Cochrane, respectively, and carried as such under the regulations of the said Railway, for the financial year ending October 31st, 1913. Presented to the Legislature, April 24th, 1914. Mr. *Atkinson*. *Not Printed.*

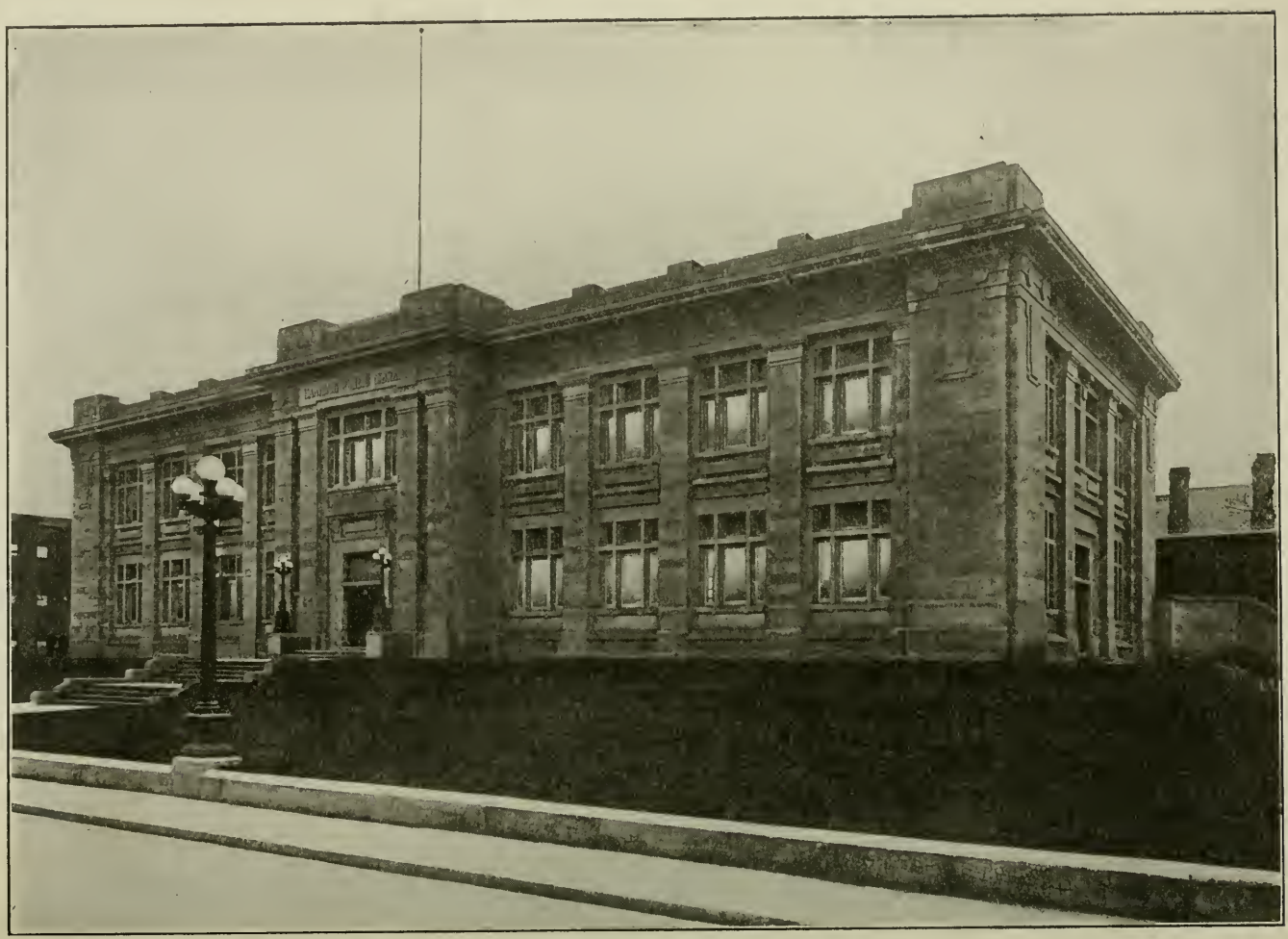
No. 101 Return to an Order of the House of the 17th February, 1913, for a Return of: Copies of all correspondence between Bishop Fallon, of London, and the Provincial Secretary, the Minister of Public Works or any Member of the Government regarding the Bi-lingual Schools in the Province of Ontario, since the first day of May, 1910. Presented to the Legislature, April 24th, 1914. Mr. *Evanturel*. *Not Printed.*

No. 102 Return to an Order of the House of the 17th February, 1913, for a Return of Copies of all correspondence between Bishop Scollard, of Sault Ste. Marie, and the Government, regarding the Bi-lingual Schools of the Province of Ontario, since the first day of March, 1907. Presented to the Legislature, April 24th, 1914. Mr. *Evanturel*. *Not Printed.*

No. 103 Return to an Order of the House of the 16th April, 1914, for a Return showing:—1. All correspondence between the Department of Education and any officer or official thereof and the Board of Trustees of the Almonte High School. 2. All correspondence between the Department of Education and any officer or official thereof and any of the teachers in the Almonte High School. 3. All correspondence between the Department of Education and any officer or official thereof and Miss Eade with reference to an application by her for a position in the Almonte High School. Presented to the Legislature, April 28th, 1914. Mr. *Marshall*. *Not Printed.*

No. 104 Return to an Order of the House of the 21st April, 1914, for a Return showing:—1. The present practice of the Department of Education in regard to the number of text-books authorized for use in each subject in the Course of Studies. 2. The number of text-books authorized for use in the elementary and secondary

schools of Ontario issued since the date of the last return laid before this House, March 20th, 1911, and the methods adopted to keep these books up to the requirements of the schools. 3. The cost to the Province of each of these books in the form of payments to authors, printers and electrotypers. 4. The estimated saving to purchasers of all text-books in elementary and secondary schools on all the books as compared with previous prices of the same. 5. The amount annually paid in royalties by the Department of Education to writers of authorized text-books. 6. The cost to the Province of the preparation, editing, and printing of supplementary readers authorized for use in the schools. 7. The amount paid annually by publishers to any official of the Department of Education on text-books authorized for use in the schools of this Province. 8. What Ontario books have been adopted in other Provinces. Presented to the Legislature, April 28th, 1914. Mr. *Musgrove*. *Printed.*



Hamilton Public Library

REPORT

OF THE

Minister of Education

Province of Ontario

FOR THE YEAR

1913

PRINTED BY ORDER OF

THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:
Printed and Published by L. K. CAMERON, Printer to the King's Most Excellent Majesty
1914

Printed by
WILLIAM BRIGGS
29-37 Richmond Street West
TORONTO

TABLE OF CONTENTS

Observations of the Minister

PAGE

Educational Progress ix
The Position of the Teachers x
Improvement in Salaries x
Demand for Higher Certificates xi
Secondary Schools xi
Agricultural and Industrial Training xii
Schools for Blind and Deaf Children xiii
Other Educational Topics xiii

Summary of Statistics

I.—Elementary Schools xv
II.—Secondary Schools xvii
III.—General: Elementary and Secondary Schools xviii

Comparative Statistics 1867-1912

I.—Public Schools (including Separate Schools):
1. School Population, Attendance xix
2. Classification of Pupils xx
3. Teachers' Certificates xxi
4. Salaries and Experience xxii
5. Receipts and Expenditure xxiii
Cost per Pupil xxiii
II.—Roman Catholic Separate Schools xxiv
III.—Protestant Separate Schools xxv
IV.—Collegiate Institutes and High Schools xxv
1. Receipts, Expenditure, Attendance, etc. xxv
Cost per Pupil xxv
2. Classification of Pupils, etc. xxvi
V.—Teachers' Institutes xxvii
VI.—Departmental Examinations, etc. xxviii

APPENDICES

Appendix A.—Statistical Tables, 1912.

Public Schools

I.—Table A.—School Population, Total and Average Attendance, etc. 2
II.—Table B.—Reading Classes—Pupils in the various branches of instruction.. 6
III.—Table C.—Teachers, Salaries, Certificates, Experience 22
IV.—Table D.—School Houses, Prayers, Maps, etc. 28
V.—Table E.—Financial Statement 32

Roman Catholic Separate Schools

I.—Table F.—Financial Statement 40
II.—Table G.—Teachers, Salaries, Certificates, Attendance, Pupils in the various branches of instruction, Maps, etc. 46

Continuation Schools

I.—Table H.—Financial Statement, Charges per year for Tuition 58
II.—Table I.—Attendance, Pupils in the various branches of instruction, etc 64
III.—Table J.—Miscellaneous, Schools under Public School Board, Equipment, etc. 76

Collegiate Institutes and High Schools

I.—Table K.—Financial Statement, Charges per year for Tuition 82
II.—Table L.—Attendance, Pupils in the various branches of instruction, etc .. 94
III.—Table M.—Miscellaneous, Schools under Board of Education, Equipment, etc. 108

Protestant Separate Schools

PAGE

TABLE N.—Protestant Separate Schools 120

Miscellaneous

TABLE O.—Report on Kindergartens 121
TABLE P.—Report on Night Schools 122
TABLE Q.—Report on Truancy 122
TABLE A.—General Statistical Abstract. 126

APPENDIX B.—TEACHERS' INSTITUTES, FINANCIAL STATEMENT, 1912. 128
APPENDIX C.—ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS, 1913..... 132
APPENDIX D.—JUNIOR PUBLIC SCHOOL GRADUATION DIPLOMA EXAMINATION, 1913.... 136
APPENDIX E.—RURAL SCHOOL LIBRARIES, 1912-1913 136
APPENDIX F.—FIFTH CLASSES, 1912-1913 138
APPENDIX G.—PROCEEDINGS FOR THE YEAR 1913:
Instructions to Inspectors—Instructions No. 12 144
Instructions to Inspectors—Instructions No. 13 148
Instructions to Inspectors—Instructions No. 14 152
General Announcement of Spring and Summer Professional and Academic Courses for Teachers—Circular No. 1A 155
Syllabus of the Summer School Courses and Examinations for Teachers' Certificates in Vocal Music—Circular No. 1B 157
Syllabus of the Summer School Courses and Examination for Teachers' Certificates in Physical Culture—Circular No. 1C 162
Syllabus of the Summer School Courses and Examinations for Teachers' Certificates in Elementary Manual Training—Circular No. 1D 167
Syllabus of Regulations and Courses for the Summer Model Schools —Circular No. 1E 171
Syllabus of the Spring and Summer Courses and Examinations for Teachers' Certificates in Household Science—Circular No. 1F.. 189
Syllabus of the Spring and Summer Courses and Examinations for Teachers' Certificates in Art—Circular No. 1G 193
Syllabus of the Spring and Summer Courses for Teachers at the Ontario Agricultural College, in Agriculture and Horticulture—Circular No. 13B 199
Short Courses in Agriculture for City, County and District Public School Inspectors and for Separate School Inspectors—Circular No. 13M 210
Summer School in Agriculture for Teachers of Science in High and Continuation Schools and Collegiate Institutes—Circular No. 13N 211
Syllabus of Regulations and Courses for the Autumn Model Schools —Circular No. 4 214
Syllabus of Regulations and Courses for the English-French Model Schools—Circular No. 4½ 233
Syllabus of Regulations and Courses for the Normal Schools—Circular No. 23 251
Forms of Teachers' Contracts with the Department—Exam. Forms Nos. 31A, 31B and 31C 281
Annual Departmental Examinations—Instructions No. 5 282
University Matriculation Board Supplemental Examination—Instructions No. 5½ 289
Junior High School Entrance Examination, Junior Public School Graduation Diploma Examination—Circular No. 57.....294, 298
Junior High School Entrance and Junior Public School Graduation Examinations—Circular No. 87 301
Texts for Departmental Examinations, 1914—Circular No. 58 302
Memorandum for Inspectors and Presiding Officers *re* Midsummer Examinations—Instructions No. 52 309
Memorandum *re* Examinations—Circular No. 21 311
Departmental Text Book Regulations—Circular No. 14 312
English-French Public and Separate Schools—Instructions No. 17.. 318
Instructions to Inspectors *re* Temporary, District and Third Class Certificates, 1913-14—Circular No. 30½ 320

PAGE

Teachers' Institute Lectures, 1913-14—Circular No. 49 321
Report of a Special Committee on the Kindergarten Regulations and Courses of Study 328
Continuation Schools—Circular No. 37 (1) 340
Memorandum for High School and Collegiate Institute Principals—Circular No. 28 343
Regulations and Courses of Study of the High Schools and Collegiate Institutes 345
High School Regulations, Corrections and Additions 442
Regulations and Courses of Study of the Continuation Schools 444
Information, Regulations, Instructions and Course of Study in Elementary Agriculture and Horticulture for Rural and Village Public and Separate Schools—Circular No. 13..... 478
Information, Regulations, Instructions and Course of Study relating to Agriculture and Horticulture in Continuation Schools, High Schools, and Collegiate Institutes—Circular No. 13 (1) .. 491
General Sir Isaac Brock 502
Official Calendar for 1914—Form 94 503
Orders in Council 509

APPENDIX H.—REPORT OF THE ONTARIO SCHOOL FOR THE DEAF 511
APPENDIX I.—REPORT OF THE ONTARIO SCHOOL FOR THE BLIND 539
APPENDIX J.—REPORT OF THE LIBRARIAN OF THE DEPARTMENT 569
APPENDIX K.—REPORTS OF THE INSPECTORS OF HIGH SCHOOLS..... 595
APPENDIX L.—REPORTS OF THE INSPECTORS OF CONTINUATION SCHOOLS 615
APPENDIX M.—PROVINCIAL NORMAL AND MODEL SCHOOLS, STAFFS AND ATTENDANCE, 1913-1914 621
APPENDIX N.—PROVINCIAL MODEL SCHOOLS, 1913 624
APPENDIX O.—LIST OF CERTIFICATES ISSUED BY THE DEPARTMENT, 1913..... 625
APPENDIX P.—HIGH AND PUBLIC SCHOOL CADET CORPS, 1913 635
APPENDIX Q.—REPORT OF THE INSPECTOR OF TECHNICAL EDUCATION 638
APPENDIX R.—SUPERANNUATED TEACHERS, 1913 644
APPENDIX S.—FINANCIAL STATEMENTS OF THE FACULTIES OF EDUCATION 645
APPENDIX T.—REPORT OF THE DIRECTOR OF ELEMENTARY AGRICULTURAL EDUCATION.. 648
APPENDIX U.—LIST OF INSPECTORATES AND INSPECTORS 650
APPENDIX V.—MEMBERS OF THE ADVISORY COUNCIL; LISTS OF ASSOCIATE EXAMINERS. HIGH SCHOOL, AND CONTINUATION SCHOOL PRINCIPALS AND ASSISTANTS:
I.—Members of the Advisory Council 655
II.—Associate Examiners, 1913 656
III.—Principals and Assistants of Collegiate Institutes and High Schools 660
IV.—Principals and Assistants of Continuation Schools 692
APPENDIX W.—REPORT OF THE INSPECTOR OF PUBLIC LIBRARIES, SCIENTIFIC INSTITUTIONS, AND LITERARY AND SCIENTIFIC SOCIETIES 703
APPENDIX X.—REPORT OF THE DIRECTOR OF INDUSTRIAL AND TECHNICAL EDUCATION.. 819

LIST OF ILLUSTRATIONS

Hamilton Public Library ..... *Frontispiece*
Ontario School for the Deaf Football Team 532
Ontario School for the Blind 538
W. N. Hossie, Bursar, School for the Blind, 1873-1913 541
Oakwood High School, Toronto 594
Pupils of Iroquois Descent, Caledonia High School 601
Woodstock Collegiate Institute 608
Strathroy Collegiate Institute 609
St. Thomas Collegiate Institute (two views) 610
Dovercourt Branch Library, Toronto 704
Watford Public Library 708
Mount Forest Public Library 708
Dovercourt Branch Library, Toronto, Interior 711
Thorold Public Library 716
Hamilton Public Library, Juvenile Room 717
New Liskeard Public Library, Interior 727
Woodbury Branch Library, Denver, Colorado 731
Hamilton Public Library, General Reading Room 732
Simcoe Public Library (two views) 738
Forest Public Library 742
Group of some of the Staff and Students of Summer Library School, 1913 754
Seaforth Public Library 761
Aylmer Public Library 776
Hamilton Public Library, Reference Room 790
Walkerton Public Library 808
New Liskeard Public Library 818

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1913

To the Honourable Sir John M. Gibson, K.C.M.G., LL.D., K.C.,

Lieutenant-Governor of the Province of Ontario.

May it Please Your Honour:

I beg to present to Your Honour the Report of the Department of Education for the year 1913. The Report includes the statistics of 1912 relative to the elementary and secondary schools, and the Regulations and other official proceedings of the year.

It is my duty to record satisfactory progress both in the elementary and secondary schools and in those related branches of educational work, such as public libraries, schools for deaf and blind children, etc., the control of which is assigned by law to the Department of Education.

At no previous period within my recollection has a keener public interest in the welfare of the schools exhibited itself in this Province than is displayed now. The generous policy of the Legislature in granting increased state aid has stimulated the generosity of the taxpayers, so that such needs as the paying of higher salaries to teachers, the erection of new buildings or the renovation of old buildings, and the providing of improved equipment have all been met in no grudging spirit. It is the historic policy of Ontario that the people themselves shall in large measure support and manage their schools, while the Legislature, as a condition of public grants, shall exercise such general control as may tend to render the system homogeneous and progressive and directly responsible to the legislative power. When the Legislature some years ago exercised this authority by reorganizing to some extent the methods of administration and the purposes of public policy, the aim was to deal more effectively with certain defects which time had shown to exist. The low salaries paid to teachers, the imperfect training of many of those in charge of the rural schools, the inadequate grants paid by the state, and certain other aspects of the situation called for reform. The changes then set on foot have begun to produce results, and during the year under review the general effect is to prove that these changes were wisely conceived.

The Position of the Teachers

The progress of the schools being chiefly a question of the teachers' efficiency, the steps taken to provide a supply of qualified teachers have, during the past five years, met with success. The seven Normal Schools of the Province have been well attended during that time and if all those who graduated therefrom have not adopted the teaching profession the cause may be sought in current economic conditions which continue to withdraw young men and women into other walks of life or to attract them to other Provinces where the present remuneration and the future outlook seem more desirable. There are this year, between 1,100 and 1,200 teachers in training in the Normal Schools, and about 350 in the Faculties of Education. Under ordinary circumstances this would be a supply ample enough to provide for openings created by the establishment of new schools or withdrawals from the profession. The influences already mentioned, however, continue to exist. There are no statistics which illustrate precisely the westward movement of teachers. That it continues there is good reason to think. The salaries paid in Ontario are much higher than they were, but they have either not kept pace with the scale of remuneration in other callings, or started on a lower level. It may be said in behalf of rural school boards, where the reluctance to make large advances of salaries is chiefly visible, that they are naturally slower to recognize the absolute necessity of greatly increased salaries than in urban places where the need is forced upon the attention. Besides, as may be learned from the statistics given in this report, rural salaries show marked advances. The methods employed to induce boards to secure the higher qualified teachers are necessarily indirect and much must be left to the good sense and generosity of trustees. I cannot, however, too earnestly repeat previous requests that trustees who value the school facilities provided for the children of the Province may bend every effort during the coming year to see that the teachers now being trained at large expense to the state are given an opportunity of filling vacancies in the schools. The school trustee is not merely a financial authority responsible only for the economical spending of the money of the section. He has an even more important duty to discharge, and that is to see that the success of the school is assured by the services of an efficient teacher.

Improvement in Salaries

Year by year the salaries of public school teachers show advances. This is true of nearly every county and district. It is especially true of rural schools. The amount paid on salary account by rural boards in 1912 increased by $236,543. During five years, that is since 1907, the scale of salaries in both urban and rural schools has advanced as follows:

	Salaries, 1912		Increases since 1907	
	Male	Female	Male	Female
	$	$	$	$
Rural Schools	566	493	108	114
Urban Schools	1,141	618	234	165
All Schools	788	543	192	123

There is no ground for thinking that if the statistics for 1913 were complete a contrary tendency would be shown. In five years the total cost of elementary education has risen by nearly $4,000,000, or from $7,556,179 in 1907, to $11,273,960 in 1912. The number of male teachers in the elementary schools does not increase, nor do young men attend the professional schools in appreciably larger numbers. In these schools the number of male teachers continues stationary at about 14 per cent. of the whole. School attendance has increased by 7,074 and now stands at 467,022, although the enrolment in rural schools shows a falling off of 1,354.

Demand for Higher Certificates

A gratifying factor in school conditions is the increase of teachers with higher grades of certificates. This is another of the reforms effected by increasing the facilities of Normal School training and retaining only such Model Schools as were shown to be required by actual local conditions. There were employed in 1912, as compared with the previous year, 27 more teachers with first class certificates, 343 more with second class certificates, and 109 more with third class certificates. There was consequently a decline of 264 teachers who held temporary or other certificates. All the indications point to a time when the teacher with the higher grade of certificate will be greatly in demand, so that the country boy or girl may secure as efficient training as is now easily accessible to town pupils. There will continue, doubtless, to exist certain remote schools, some in the older counties as well as in the districts, into which it is impossible to induce certificated teachers to go. For these, teachers with temporary certificates are required and will be required for some time to come unless some measure hitherto not contemplated in educational policy can be adopted.

Secondary Schools

The appreciation of the rural communities for better educational facilities is exhibited by the extension of the Continuation Schools. In 1912 these were 138 in number, and the legislative grants in aid of them amounted to $64,080. The pupils in attendance numbered 6,094, and of these over 46 per cent. came from the farm. This class of pupils increases from year to year. The county councils which discharge their educational obligations with exceptional liberality and intelligence and with a breadth of view to which I bear cheerful testimony, are not slow in recognizing the value of these schools to the sons and daughters of farmers. As a tribute to this wise generosity there is here set forth in detail the names of those counties which vote special assistance to Continuation Schools over and above the equivalent of the grant made by the Legislature:

Bruce	$200.00 to each school.
Carleton	If Legislative grant does not amount to $200.00 for Grade C or $400.00 for Grade B, county gives these sums. If Legislative grant reaches above sums or more, county gives the equivalent, also special grants in some cases.
Dufferin	$5.00 per pupil and $100.00 to each school.
Elgin	150 per cent.
Essex	$100.00 for each teacher.
Grey	50 per cent.
Haldimand	$200.00 to only school (Jarvis).
Hastings	$300.00 to only school (Tweed).
Huron	100 per cent.
Lambton	$150.00 to one school, $250.00 to two; no set scheme.

Leeds and Grenville	$100.00 to each school.
Lennox and Addington	No set scheme; $75.00 to each school this year.
Middlesex	On same basis as High Schools in *re* non-resident pupils, and a special grant of $50.00 to one (Melbourne).
Northumberland and Durham	No set scheme; each county may get $400.00. One school got $125.00, one $200.00, and one $400.00 this year.
Ontario	$100.00 to each school.
Oxford	$150.00 to each school.
Simcoe	10 per cent. of the salaries of teachers.
Stormont, Dundas and Glengarry	25 per cent.
Welland	$75.00 to each school.
Wellington	$150.00 to each school this year; no set scheme.

The number of Continuation Schools was decreased slightly in 1913 by the statutory provision that such Continuation Schools as had been established by County Councils, and were thus commonly known as township or rural high schools, should be high schools in reality. These were 13 in number and their progress will in future be entered under their new classification.

The interesting reports of the High School Inspectors reveal the marked progress recorded by the High Schools and Collegiate Institutes of the Province. These schools with their highly trained and capable teachers, improved equipment and in some instances splendid buildings are perhaps the most outstanding illustrations of Ontario's pride in her educational system. In 1912 they numbered 148, with a total annual expenditure of close upon $2,000,000. The addition of special equipment for such subjects as manual training, household science, agriculture and art is a notable feature in connection with them, serving as they do the children of every element of the population, and designed to provide an education which shall equip them for any career. The attendance in these schools is drawn from the following classes in the proportions given: Commercial, 22.80 per cent.; Agriculture, 28.57; Law, Medicine or the Church, 6.12; Teaching, 1.69; The Trades, 18.44; Labouring occupations, 7.50; and other classes, 14.86.

Agricultural and Industrial Training

The work now being carried out by the Director of Elementary Agricultural Education will be found concisely stated in his report. The interest aroused throughout Ontario by the organization of systematic effort to give agriculture its rightful place in the training of young people has been general, and in this branch, as in every other part of the educational system, the lack is of qualified teachers. The policy of the Department has been to enlarge and stimulate the efforts formerly put forth by Mr. McCready when a teacher on the staff of the Ontario Agricultural College; to extend the school garden movement until it embraces all parts of the Province; to encourage by grants to school boards and to properly qualified teachers the practical elementary training afforded by school gardens and to create, as it were, in rural schools a bias toward and interest in the pursuits of country life. The summer course for teachers at Guelph was continued, and, in addition, there was held at Guelph the first short course and conference of public school inspectors with the aim of enlisting the valuable efforts of these officials in the movement. The appointment also was made of six field agents who were teachers in rural schools taking courses at the Agricultural College, to assist the Director in organizing the work. These field agents performed useful services in visiting schools where elementary agricultural instruction is now carried on, in conferring with trustees, and in assisting teachers to extend the instruction. They also

visited the autumn model schools and gave short courses of instruction to the teachers in training. The Director has continued the issue of bulletins which are doing much to encourage the schools in enlarging their plan of work. While admitting that the field of operation is an immense one, and that a greater degree of enthusiasm must be aroused if the movement is to bring tangible results in the near future, the Department is sanguine that the means now adopted and being pushed forward with energy and courage will effect the end desired. Acknowledgment is due to the Federal authorities for that share of the grant which is being devoted to the purposes here mentioned. The Agricultural instruction connected with High Schools continues the successful record which has marked it from its initiation several years ago. The short courses are given at various points to large classes and no attempt has been made to confine them to pupils in attendance at the schools.

Dr. Merchant, Director of Industrial and Technical Education, returned during 1913 from Europe, after a study of the systems of industrial and technical instruction there, and has since been engaged in helping to initiate and organize classes for similar instruction at a number of centres in Ontario. He has visited several of the larger towns and cities with industrial populations, often at the invitation of boards of education, and has held conferences with boards and addressed public meetings. His knowledge and experience have been greatly appreciated and the interest displayed is proof of the desire throughout the Province to take advantage of the provisions of the Act passed by the Legislature and the grants offered for the setting up of classes for instruction. It is too soon yet to speak of the prospects for this highly desirable form of special training, but the initiatory steps are most encouraging and the hope of financial aid from the Federal Treasury will, if realized soon, be an important factor in the establishment of adequate training.

Schools for Blind and Deaf Children

The Schools for Blind and for Deaf Children, situated at Brantford and Belleville respectively, are in a satisfactory condition. The new dormitories at each school are now completed and are fitted up in the most modern and suitable manner. The reports of the Principals of these schools are commended to the attention of all who take an interest in the welfare of children hampered by physical defects and who desire to examine the excellent system provided for them by the Province. The amendments to the Truancy Act, which make instruction for blind and deaf children compulsory, should have the effect of sending all such children to partake of the benefits of these schools.

Other Educational Topics

The work of the year also includes a revision of the regulations and courses of study of the High Schools and Collegiate Institutes; the syllabuses of the professional summer school courses; the regulations for Continuation Schools; the regulations regarding elementary agriculture and horticulture in rural and village schools, as also similar regulations for Continuation Schools, High Schools and Collegiate Institutes.

Respectfully submitted.

R. A. Pyne,
Minister of Education.

Toronto, February, 1914.

SUMMARY OF STATISTICS

1. ELEMENTARY SCHOOLS

a. Public Schools

Number of Public Schools in 1912		5,939
Increase for the year	18	
Number of enrolled pupils of all ages in the Public Schools during the year (exclusive of Continuation, Kindergarten and Night School pupils)		405,725
Increase for the year	5,173	
Average daily attendance of pupils		251,475
Increase for the year	6,801	
Percentage of average attendance to total attendance		61.98
Increase for the year	.90	
Number of persons employed as teachers (exclusive of Continuation, Kindergarten and Night School teachers) in the Public Schools: men, 1,415; women, 8,105; total		9,520
Increase for the year	171	
Number of teachers who attended Normal School		6,265
Increase for the year	258	
Number of teachers who attended Normal College or Faculty of Education		595
Increase for the year	67	
Number of Teachers with a University degree		81
Average annual salary for male teachers		$788
Increase for the year	$21	
Average annual salary for female teachers		$543
Increase for the year	$25	
Average experience of male teachers		11.81 years
Average experience of female teachers		7.41 years
Amount expended for teachers' salaries		$5,652,747
Amount expended for Public School houses (sites and buildings)		$2,469,767
Amount expended for all other purposes		$2,108,222
Total amount expended on Public Schools		$10,230,736
Cost per pupil (enrolled attendance)		$25.21
Increase for the year	$2.73	

b. Roman Catholic Separate Schools

Number of Roman Catholic Separate Schools in 1912		513
Increase for the year	18	
Number of enrolled pupils of all ages		61,297
Increase for the year	1,901	
Average daily attendance of pupils		39,735
Increase for the year	2,425	
Percentage of average attendance to total attendance		64.82
Increase for the year	2.01	
Number of teachers		1,237
Increase for the year	44	
Amount expended for teachers' salaries		$456,800
Amount expended for School houses (sites and buildings)		$308,193
Amount expended for all other purposes		$278,231
Total amount expended on R. C. Separate Schools		$1,043,224
Increase for the year	$145,334	
Cost per pupil (enrolled attendance)		$17.01
Increase for the year	1.90	

c. Protestant Separate Schools

Number of Protestant Separate Schools (included with Public Schools, *a*) in 1912		6
Number of enrolled pupils		420
Decrease for the year	4	
Average daily attendance of pupils		253
Decrease for the year	7	

d. Kindergartens

Number of Kindergartens in 1912		204
Increase for the year	10	
Number of pupils enrolled		21,562
Increase for the year	885	
Average daily attendance of pupils		8,103
Increase for the year	512	
Number of teachers engaged		371
Increase for the year	13	

e. Night Public Schools

Number of Night Schools in 1912-1913		22
Increase for the year	1	
Number of pupils enrolled		1,743
Increase for the year	170	
Average daily attendance of pupils		880
Increase for the year	529	
Number of teachers engaged		37
Decrease for the year	3	

II. SECONDARY SCHOOLS

a. High Schools and Collegiate Institutes

Number of High Schools (including 44 Collegiate Institutes) in 1912		148
Number of pupils enrolled in High Schools		32,273
Increase for the year	46	
Average daily attendance of pupils		20,268
Increase for the year	91	
*Number of teachers in High Schools		917
Increase for the year	19	
*Average annual salary, Principals		$1,733
Increase for the year	$63	
*Average annual salary, Assistants		$1,286
Increase for the year	$45	
*Average annual salary, all teachers		$1,357
Increase for the year	$45	
*Highest salary paid		$5,000
Amount expended for teachers' salaries		$1,232,537
Amount expended for school houses (sites and buildings)		$327,982
Amount expended for all other purposes		$392,542
Total amount expended on High Schools		$1,953,061
Increase for the year	$5,003	
Cost per pupil (enrolled attendance)		$60.51
Increase for the year	.07	

b. Continuation Schools

Number of Continuation Schools, 1912		138
Increase for the year	9	
Number of pupils in attendance		6,094
Increase for the year	341	
Average daily attendance of pupils		3,777
Increase for the year	290	
*Number of teachers		226
Increase for the year	8	
*Average annual salary, Principals		$1,041
Increase for the year	$41	
*Average annual salary, Assistants		$745
Increase for the year	$43	
*Highest salary paid		$1,600
Amount expended on teachers' salaries		$202,875
Amount expended for school houses		$15,750
Amount expended for all other purposes		$46,462
Total amount expended on Continuation Schools		$265,087
Increase for the year	$13,007	
Cost per pupil (enrolled attendance)		$43.49

*These statistics are based on Returns to the Department, dated January, 1913.

c. Night High Schools

Number of Night High Schools in 1912-1913		4
Increase for the year	2	
Number of pupils enrolled		335
Increase for the year	258	
Average daily attendance of pupils		91
Increase for the year	57	
Number of teachers engaged		36
Increase for the year	29	

III. GENERAL

Elementary and Secondary Schools

*Total population of the Province		2,561,400
Pupils enrolled in elementary and secondary schools, 1912		529,029
Increase for the year	8,774	
Average daily attendance		324,329
Increase for the year	10,705	
Percentage of total population enrolled		20.65
Average cost per head of total population in 1912		$5.26

Average Cost per Pupil (enrolled attendance) in all Schools

	1902	1907	1911	1912
Sites and buildings	$0 97	$2 86	$5 14	$5 90
Teachers' salaries	7 63	10 44	13 32	14 26
All other expenses	2 80	4 40	4 80	5 34
For all purposes	$11 40	$17 70	$23 26	$25 50

Average Cost per Pupil (average attendance) in all Schools

	1902	1907	1911	1912
Sites and buildings	$1 70	$4 86	$8 53	$9 63
Teachers' salaries	13 34	17 78	22 09	23 26
All other expenses	4 89	7 50	7 97	8 71
For all purposes	$19 93	$30 14	$38 59	$41 60

*Estimated.

COMPARATIVE SCHOOL STATISTICS, 1867-1912

I. PUBLIC AND SEPARATE SCHOOLS

These tables, 1, 2, 3, 4, and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. In Appendix A, the tables A, B, C, D, and E give the statistics of the Public Schools including Protestant Separate Schools; the statistics of the R. C. Separate Schools are given in Tables F and G; those of the Protestant Separate Schools appear in Table N; the Kindergarten in Table O; and the Night Schools, in Table P.

1. School Population—Attendance

The School population of the Province (as ascertained by the assessors), and the School attendance, are given in the following table:

Year	School age	School population	Pupils enrolled under 5 years of age	Pupils enrolled 5 to 21	Pupils enrolled over 21	Total number of enrolled pupils	Boys	Girls	Average daily attendance	Percentage of average attendance to total number attending school
1867 ..	5—16	447,726	....	*a*380,511	*b*21,132	401,643	213,019	188,624	163,974	40.82
1872 ..	5—16	495,756	.....	*a*433,664	*b*20,998	454,662	238,848	215,814	188,701	41.50
1877 ..	5—16	494,804	1,430	488,553	877	490,860	261,070	229,790	217,184	44.25
1882 ..	5—16	483,817	1,352	469,751	409	471,512	246,966	224,546	214,176	45.42
1887 ..	5—21	611,212	1,569	491,242	401	493,212	259,083	234,129	245,152	49.71
1892 ..	5—21	595,238	1,636	483,643	391	485,670	253,091	232,579	253,830	52.26
1897 ..	5—21	590,055	1,385	481,120	272	482,777	251,677	231,100	273,544	56.66
1902 ..	5—21	584,512	1,001	452,977	110	454,088	232,880	221,208	261,480	57.58
1907 ..	5—21	590,285	691	447,452	75	448,218	229,794	218,424	266,503	59.45
1911 ..	5—21	604,555	665	459,247	*c*36	*c*459,948	*c*236,147	*c*223,801	*c*281,984	61.30
1912 ..	5—21	609,127	471	466,526	*c*25	*c*467,022	*c*239,187	*c*227,835	*c*291,210	62.35

a 5—16.
b Other ages than 5 to 16.
c Continuation School attendance excluded.
Note.—Kindergarten and Night School pupils are not included in above table.

The percentage of average to total attendance increased by 1.05 per cent.

The following table compares the attendance and gives the percentages from rural and from urban municipalities for several years:

Year	Attendance in Rural Schools	Attendance in Urban Schools
1903	260,617 or 57.88% of total	189,661 or 42.12% of total
1907	242,247 or 54.05% of total	205,971 or 45.95% of total
1911	228,617 or 49.70% of total	231,331 or 50.29% of total
1912	227,263 or 48.66% of total	239,759 or 51.33% of total

2. Classification of Pupils

Year	1st Reader, Part I, or Primer	1st Reader, Part II, or 1st Book	2nd Book	3rd Book	4th Book	5th Book, or beyond 4th Book	Drawing (Art)
1867	.....	*79,365	98,184	83,211	68,896	71,987	5,450
1872	.....	*160,828	100,245	96,481	67,440	29,668	57,582
1877	.....	*153,630	108,678	135,824	72,871	19,857	153,036
1882	.....	*165,834	106,229	117,352	71,740	10,357	176,432
1887	115,657	76,704	100,533	108,096	81,984	10,238	375,097
1892	114,932	73,015	96,074	99,345	88,934	13,370	435,239
1897	110,567	70,808	91,330	99,682	89,314	21,076	448,444
1902	107,441	69,062	85,732	90,630	83,738	17,485	434,030
1907	112,552	60,194	84,622	89,371	85,752	15,727	394,735
1911	122,258	65,962	89,630	88,886	85,940	†7,272	431,927
1912	126,100	67,368	92,728	88,811	85,213	†6,802	444,975

Year	Geography	Music	Physiology and Hygiene	English History	Canadian History	Composition	Grammar
1867	272,173	47,618	.....	‡61,787	.....	147,412	147,412
1872	327,139	110,083	.....	47,019	37,339	105,512	176,644
1877	375,951	168,942	.....	59,694	43,401	226,977	226,977
1882	280,517	158,694	33,926	‡150,989	.....	209,184	209,184
1887	316,791	203,567	71,525	94,830	114,141	270,856	270,856
1892	334,947	220,941	171,594	106,505	147,451	294,331	294,331
1897	342,189	233,915	215,343	114,398	169,627	316,787	316,787
1902	318,755	268,356	194,459	106,282	163,672	296,172	296,172
1907	336,073	274,493	249,324	139,212	195,266	357,969	222,745
1911	371,669	328,621	328,505	156,961	204,054	389,848	181,739
1912	379,101	349,206	356,223	163,861	207,544	401,692	166,251

The following table classifies the pupils in the various readers, as to rural and urban schools, for the years 1904, 1907, 1911 and 1912:

	Year	First Reader Part I or Primer	First Reader Part II or First Book	Second Book	Third Book	Fourth Book	Fifth Book or beyond Fourth Book	Totals
Rural Schools	1904	60,784	36,941	47,900	50,297	47,289	9,892	253,133
Rural Schools	1907	60,470	31,538	46,219	48,247	46,815	8,958	242,247
Rural Schools	1911	61,031	30,672	44,045	43,415	45,104	†4,350	228,617
Rural Schools	1912	62,712	30,293	43,775	42,450	44,049	†3,984	227,263
Urban Schools (cities, towns and incorporated villages)	1904	44,456	27,800	37,299	39,814	35,815	6,304	191,488
	1907	52,082	28,656	38,403	41,124	38,937	6,769	205,971
	1911	61,227	35,290	45,585	45,471	40,836	†2,922	231,331
	1912	63,388	37,075	48,953	46,361	41,164	†2,818	239,759

*In 1st Reader.
† Exclusive of Continuation School pupils.
‡ History.

3. Teachers' Certificates

Year	Number of teachers	Male	Female	1st class	2nd class	3rd class	Other certificates, including old County Board, etc.	Number of teachers who attended Normal School	*Normal College or Faculty of Education
1867.....	4,890	2,849	2,041	1,899	2,454	386	151	666	.....
1872.....	5,476	2,626	2,850	1,337	1,477	2,084	578	828	.....
1877.....	6,468	3,020	3,448	250	1,304	3,926	988	1,084	.....
1882.....	6,857	3,062	3,795	246	2,169	3,471	971	1,873	.....
1887.....	7,594	2,718	4,876	252	2,553	3,865	924	2,434	.....
1892.....	8,480	2,770	5,710	261	3,047	4,299	873	3,038	.....
1897.....	9,128	2,784	6,344	343	3,386	4,465	934	3,643	.....
1902.....	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774	.....
1907.....	9,893	1,783	8,110	715	3,887	3,452	1,839	4,587	.....
†1911...	10,542	1,499	9,043	647	6,076	1,695	2,124	6,384	545
†1912.....	10,757	1,511	9,246	674	6,419	1,804	1,860	6,705	614

NOTE.—Kindergarten and Night School Teachers are not included in above table.

The number of men engaged in teaching in these schools in 1912 was 14.04 per cent. of the whole; in 1911 the number was 14.22 per cent.

The number of teachers and the class of certificates, in the Public Schools alone, in each County and District of the Province, will be found on pages 22 to 25 of this report.

The following table classifies the teachers and certificates as to rural and urban schools for the years 1904, 1907, 1911 and 1912:

	Teachers			Certificates			
	Total	Male	Female	1st Class	2nd Class	3rd Class	Other Class
Rural Schools, 1904.....	5,974	1,469	4,505	152	1,944	3,107	771
Rural Schools, 1907.....	6,038	1,201	4,837	180	1,542	3,079	1,237
†Rural Schools, 1911.....	6,096	899	5,197	140	2,863	1,390	1,703
†Rural Schools, 1912.....	6,143	894	5,249	165	3,002	1,463	1,513
Urban (cities, towns and incorporated villages), 1904.....	3,580	606	2,974	483	2,248	289	560
Urban, 1907.....	3,855	582	3,273	535	2,345	373	602
†Urban, 1911.....	4,446	600	3,846	507	3,213	305	421
†Urban, 1912.....	4,614	617	3,997	509	3,417	341	347

* For the years previous to 1911 the numbers who attended Normal College or the Faculty of Education are included in the preceding column.

† Exclusive of Continuation School teachers.

4. Teachers' Salaries and Experience

Teachers' Salaries

Year	Highest salary paid	Average salary, male teacher, province	Average salary, female teacher, province	Average salary, male teacher, cities	Average salary, female teacher, cities	Average salary, male teacher, towns	Average salary, female teacher, towns	Average salary, male teacher, incorporated villages	Average salary, female teacher, incorporated villages	*Average salary, male teacher, rural schools	*Average salary, female teacher, rural schools	Average salary, male teacher, all urban schools	Average salary, female teacher, all urban schools
	$	$	$	$	$	$	$	$	$	$	$	$	$
1867.	1,350	346	226	532	243	464	240	.....	.....	261	189	.... .	.....
1872.	1,000	360	228	628	245	507	216	.....	.....	305	213	.....	.....
1877.	1,100	398	264	735	307	583	269	.....	.....	379	251	.....	.....
1882.	1,100	415	269	742	331	576	273	.....	.....	385	248	.....	.....
1887.	1,450	425	292	832	382	619	289	.....	.....	398	271	.....	.....
1892.	1,500	421	297	894	402	648	298	.....	.....	383	269	... .	.....
1897.	1,500	391	294	892	425	621	306	.....	.....	347	254	.....	.....
1902.	1,600	436	313	935	479	667	317	.....	.....	372	271	.....	.....
1907.	1,900	596	420	1,157	592	800	406	659	372	458	379	907	453
1911.	2,200	767	518	1,395	706	963	496	733	463	536	464	1,153	602
1912.	2,200	788	543	1,320	703	977	519	779	492	566	493	1,141	618

*Incorporated villages included from 1867 to 1902 inclusive.

In Table C, pages 22 to 24, the average salaries for 1912 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages. Also the salaries paid to teachers, according to the grade of certificate held, are given therein, and show to what extent the teachers holding the higher grades of certificates command the higher salaries. The average salaries are as follows:

First Class: Male	$1,340;	female,	$634
Second Class: Male	757	"	587
Third Class and District: Male	524	"	458
Temporary: Male	455	"	402

Teachers' Experience

The length of service or experience of the teachers engaged in the Public Schools is shown in Table C, pages 26 and 27, where the numbers who have taught from less than one year up to forty years and over are given for each year, and where the experience of the teachers, according to the grade of certificate held, is given.

The average experience in the Public Schools at the end of 1912 was as follows:—

Male teachers, 11.81 years.
Female teachers, 7.41 years.
All teachers, 8.08 years.

5. Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Clergy reserve funds, balances and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses	Total expenditure	Cost per pupil
	$	$	$	$	$	$	$	$	$	$ c.
1867..	187,153	1,151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872..	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877..	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882..	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887..	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892..	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897..	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,689	60,585	877,335	4,215,670	8 73
1902..	383,666	3,959,912	1,422,924	5,766,502	3,198,132	432,753	86,723	1,107,552	4,825,160	10 62
1907..	655,239	6,146,825	2,455,864	9,257,928	4,389,524	1,220,820	213,096	1,732,739	7,556,179	16 85
1911..	892,377	7,826,083	3,778,183	12,496,643	5,610,213	2,164,459	139,229	1,990,383	9,904,284	21 53
1912..	842,278	9,478,887	3,936,887	14,258,052	6,109,547	2,777,960	167,755	2,218,698	11,273,960	24 14

As shown above, the increase for the year in the amount paid as teachers' salaries was $499,334. The total expenditure increased by $1,369,676.

The expenditure per pupil of enrolled attendance increased from $21.53 to $24.14, and from $35.12 to $38.71 per pupil of average attendance.

The following tables show the increases since 1902:—

Average cost per pupil (enrolled attendance)

	1902	1907	1911	1912
Teachers' salaries	$7.04	$9.79	$12.20	$13.08
Sites and buildings	0.95	2.72	4.70	5.95
All other expenses	2.63	4.34	4.63	5.11
For all purposes	$10.62	$16.85	$21.53	$24.14

Average cost per pupil (average attendance)

	1902	1907	1911	1912
Teachers' salaries	$12.23	$16.47	$19.89	$20.98
Sites and buildings	1.65	4.58	7.68	9.54
All other expenses	4.57	7.30	7.55	8.19
For all purposes	$18.45	$28.35	$35.12	$38.71

The expenditure per pupil (enrolled attendance) for 1912 in the Public Schools alone will be found on pages 38 and 39 of this Report, and for the R. C. Separate Schools on pages 44 and 45. The expenditure will there be shown as to rural schools, cities, towns, and villages, separately.

II. ROMAN CATHOLIC SEPARATE SCHOOLS

Year	Schools—Teachers—Pupils			Number of Pupils in the various Branches of Instruction						
	Schools open	Teachers	Pupils	Geography	Composition	Grammar	Drawing (Art)	Physiology and Hygiene	English History	Canadian History
1867	161	210	18,924	8,666	.....	5,688	.....	.....	*2,571	.....
1872	171	254	21,406	8,011	7,908	7,908	.....	.....	*3,548	.....
1877	185	334	24,952	13,154	11,174	11,174	.....	.....	*9,812	.....
1882	190	390	26,148	13,900	11,695	11,695	7,548	2,033	*10,124	.....
1887	229	491	30,373	19,608	18,678	18,678	21,818	8,578	5,076	7,931
1892	312	662	37,466	26,299	22,755	22,755	32,682	11,056	6,713	11,483
1897	340	752	41,620	27,471	26,071	26,071	36,462	18,127	6,828	13,134
1902	391	870	45,964	29,788	27,409	27,409	41,952	14,687	7,544	15,035
1907	449	1,034	51,502	34,874	35,550	23,185	36,844	23,552	11,328	19,971
1911	495	1,193	59,396	46,385	50,271	22,448	53,910	42,714	16,865	28,441
1912	513	1,237	61,297	50,449	53,717	18,837	56,572	47,939	17,429	28,138

*History.

Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Balances, subscribed and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	All other purposes	Total expenditure	Cost per pupil
	$	$	$	$	$	$	$	$	$	$ c.
1867..	9,993	26,781	11,854	48,628	34,830	.....	.....	†7,889	42,719	2 26
1872..	12,327	41,134	15,349	68,810	45,824	.....	.....	†15,993	61,817	2 88
1877..	13,607	72,177	34,482	126,266	70,201	24,510	2,811	17,284	114,806	4 60
1882..	14,382	97,252	55,105	166,739	84,095	36,860	1,303	32,082	154,340	5 13
1887..	16,808	147,639	65,401	229,848	112,293	48,937	3,624	46,369	211,223	6 95
1892..	21,043	206,698	98,293	326,034	149,707	65,874	2,922	71,335	289,838	7 74
1897..	26,675	224,617	84,032	335,324	168,800	41,233	5,786	86,350	302,169	7 26
1902..	30,472	293,348	161,683	485,503	210,199	100,911	6,158	118,173	435,441	9 47
1907..	40,524	442,316	308,540	791,380	281,484	186,908	15,991	229,793	714,176	13 86
1911..	59,089	678,215	291,993	1,029,297	413,650	168,603	12,505	303,132	897,890	15 11
1912..	51,846	757,255	377,713	1,186,814	456,800	308,193	15,207	263,024	1,043,224	17 01

†Including all expenditure except for Teachers' salaries.

An increase of 1,901 in the enrolment and an increase of $145,334 in the expenditure in 1912 are noticed in the above tables. The expenditure per pupil of enrolled attendance increased from $15.11 to $17.01 over the previous year. Detailed statistics in reference to these schools will be found on pages 40 to 57 of this Report.

III. PROTESTANT SEPARATE SCHOOLS

The following is a complete list of the Protestant Separate Schools of the Province:—No. 4 Grattan, No. 2 Hagarty, No. 6 Plantagenet North, No. 1 Tilbury North, L'Orignal, and Penetanguishene.

They were attended by 420 pupils in 1912. The whole amount expended for their maintenance and permanent improvements was $9,298.68. Six teachers held a Second Class, two a Third Class, and two a Temporary certificate.

Complete statistics for these schools will be found on page 120.

IV. COLLEGIATE INSTITUTES AND HIGH SCHOOLS

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive:—

1. Receipts, Expenditure, Attendance, etc.

Year	Schools	Teachers	Receipts			Expenditure			Pupils	Percentage of average attendance to total attendance	Cost per pupil
			Legislative grant	Amount of fees	Total receipts	Paid for teachers' salaries	Paid for sites and building school houses	Total expenditure			
			$	$	$	$	$	$			$ c.
1867....	102	159	54,562	15,605	139,579	94,820	*19,190	124,181	5,696	55	21 86
1872....	104	239	79,543	20,270	223,269	141,812	*31,360	210,005	7,968	56	26 34
1877....	104	280	78,762	20,753	357,521	211,607	*51,417	343,710	9,229	56	37 26
1882....	104	332	84,304	29,270	373,150	253,864	*19,361	343,720	12,348	53	27 50
1887....	112	398	91,977	56,198	529,323	327,452	*73,061	495,612	17,459	59	28 38
1892 ..	128	522	100,000	97,273	793,812	472,029	*91,108	696,114	22,837	60	30 48
1897....	130	579	101,250	110,859	767,487	532,837	*46,627	715,976	24,390	61	29 35
1902....	134	593	112,650	105,801	832,853	547,402	44,246	769,680	24,472	58.97	31 45
1907....	143	750	158,549	138,396	1,611,553	783,782	193,975	1,213,697	30,331	60.94	40 01
1911....	148	898	195,004	144,502	2,180,026	1,141.124	470,757	1,948,058	32,227	62.60	60 44
1912....	148	917	209,956	145,685	2,414,128	1,232,537	327,982	1,953,061	32,273	62.80	60 51

*Expenses for repairs, etc., included.

As shown above, the amount of the Legislative grants to these schools increased in 1912 by $14,952.

The expenditure per pupil of enrolled attendance increased from $60.44 to $60.51 over the preceding year, and the total expenditure increased by $5,003.

There was an increase of 46 in the enrolment.

Average cost per pupil (enrolled attendance) per year

	1902	1907	1911	1912
	$ c.	$ c.	$ c.	$ c.
Teachers' salaries	22 37	25 84	35 41	38 19
Sites and buildings	1 81	6 39	14 60	10 16
All other expenses	7 27	7 78	10 43	12 16
For all purposes	31 45	40 01	60 44	60 51

Average cost per pupil (average attendance) per year

	1902	1907	1911	1912
	$ c.	$ c.	$ c.	$ c.
Teachers' salaries	37 93	42 40	56 55	60 81
Sites and buildings	3 07	10 49	23 33	16 18
All other purposes	12 34	12 76	16 66	19 37
For all purposes	53 34	65 65	96 54	96 36

2. Classification of Pupils, etc.

Year	English						Mathematics			
	English Grammar	English Composition	Poetical Literature	Geography	Canadian History	British History	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry
1867	5,467	4,091	.....	5,264	.....	†4,634	5,526	2,841	1,847	141
1872	7,884	7,278	.....	7,715	.....	†7,513	7,834	6,033	2,592	174
1877	8,819	8,772	.....	9,158	.....	†9,106	9,227	8,678	8,113	359
1882	12,275	12,189	.....	12,106	.....	†12,220	12,261	11,742	11,148	397
1887	17,086	17,171	16,649	16,962	.....	†17,010	16,939	16,904	14,839	1,017
1892	22,530	22,535	22,468	22,118	.....	†22,328	21,869	22,229	17,791	1,154
1897	19,591	24,195	24,176	13,747	18,318	20,304	19,798	24,105	16,788	1,652
1902	21,576	24,241	23,768	14,500	14,768	16,817	21,594	22,953	16,881	1,662
1907	26,415	29,383	*29,377	22,820	23,457	23,570	26,813	26,937	23,054	2,000
1911	23,515	31,049	*31,031	21,546	24,683	23,736	24,723	28,777	25,111	1,921
1912	22,943	31,047	*31,179	21,733	24,463	23,673	23,858	28,947	25,252	1,954

2. Classification of Pupils, etc.—Continued

Year	Languages				Science		
	Latin	Greek	French	German	Physics	Chemistry	Botany
1867	5,171	802	2,164	.....	1,876	840	.....
1872	3,860	900	2,828	341	1,921	1,151	.....
1877	4,955	871	3,091	442	2,168	2,547	.....
1882	4,591	815	5,363	962	2,880	2,522	.....
1887	5,409	997	6,180	1,350	5,265	3,411	4,640
1892	9,006	1,070	10,398	2,796	6,601	3,710	6,189
1897	16,873	1,421	13,761	5,169	11,002	5,489	12,892
1902	18,884	631	13,595	3,280	12,758	5,860	9,051
1907	20,511	677	17,310	3,835	23,421	15,064	15,572
1911	23,443	666	20,684	5,024	24,904	16,961	16,254
1912	23,508	611	21,009	4,911	24,984	16,418	17,070

* English Literature. † History.

2. Classification of Pupils, etc.—Continued

Year	Drawing (Art)	Bookkeeping	Destination of Pupils			Number of schools charging fees	Number of free schools
			Mercantile life	Agriculture	Teaching		
1867	676	1,283	.....	.....	.....	67	36
1872	2,176	3,127	486	300	.....	28	76
1877	2,755	3,621	555	328	.....	35	69
1882	3,441	5,642	881	646	.....	37	67
1887	14,295	14,064	1,141	882	.....	58	54
1892	16,980	16,700	1,111	1,006	1,527	77	51
1897	12,252	11,647	1,368	1,153	2,056	87	43
1902	10,721	11,334	1,573	743	1,238	82	52
1907	15,365	13,468	1,982	803	1,436	81	62
1911	16,906	14,681	2,175	856	1,489	84	64
1912	17,387	16,533	2,178	855	1,490	82	66

The statistics in detail of the various Collegiate Institutes and High Schools of the Province, for 1912, will be found on pages 82 to 119 of this Report.

V. TEACHERS' INSTITUTES

This table presents the work of the Teachers' Institutes for thirty-six years:

Year	No. of Teachers' Institutes	No. of Members	No. of Teachers in the Province. (High School teachers not included)	Receipts				Expenditure	
				Amount received from government grants	Amount received from municipal grants	Amount received from members' fees	Total amount received	Amount paid for Libraries	Total amount expended
				$ c	$ c.	$ c.	$ c.	$ c.	$ c.
1877. ...	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	.....	1,127 63
1882.....	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887.....	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892.....	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897.....	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1902.....	77	8,515	9,367	2,515 00	1,877 50	1,171 80	13,171 26	1,437 18	7,188 45
1907.....	81	9,319	9,893	2,850 00	1,920 00	1,671 32	14,824 09	654 16	7,487 41
1911.....	86	9,821	10,542	3,475 00	2,170 00	2,099 70	20,433 00	836 68	9,347 13
1912.....	83	*9,913	10,757	3,800 00	2,100 78	1,961 10	22,120 70	1,359 24	10,120 89

See pages 128 to 131 for details for 1912.

*Registered attendance of members.

VI. DEPARTMENTAL EXAMINATIONS, ETC.

1. Table showing the Number of Teachers in Training at Provincial Normal Schools, and the Pupils at the Normal Model Schools in connection therewith, etc., 1877-1913

Year	No. of Normal School teachers	No. of Normal School students	No. of Normal Model School and Kindergarten teachers	No. of Normal Model School and Kindergarten pupils
1877.....	13	257	8	643
1882.....	16	260	15	799
1887.....	13	441	18	763
1892.. ...	12	428	22	842
1897.....	13	407	23	832
1902.....	16	619	31	958
1907.....	*35	428	38	979
1912.....	*69	969	*38	914
1913.....	*70	1,186	*38	959

*Including those engaged in both a Normal and a Normal Model School.

2. High School Entrance Examinations, 1877-1913

Year	No. of Candidates examined	No. of Candidates who passed
1877.....	7,383	3,836
1882.....	9,607	4,371
1887..	16,248	9,364
1892.....	16,409	8,427
1897.....	16,384	10,502
1902.....	18,087	13,300
1907.....	22,144	15,430
1912.....	22,679	13,977
1913.....	22,213	14,218

3. Departmental Academic Examinations, 1913

Examinations	Total number of Candidates	Number passed	Number of Appeals	Number passed on Appeal	Total number passed	Percentage
Senior High School Entrance..	49	18	2	1	19	38.77
Senior Public School Graduation	56	25	1	0	25	44.64
Lower School.....,	4,230	2,949	33	3	2,952	69.78
Model Entrance	190	82	3	0	82	43.15
Middle School (Normal Entrance)	3,404	2,227	44	2	2,229	65.48
Junior Matriculation.....	3,304	*2,062	6	6	2,068	62.59
Supplemental Matriculation...	327	*46	3	3	49	14.98
Upper School, Part I.....	542	354	17	7	361	66.60
Upper School, Part II	422	280	10	0	280	66.35
Commercial Specialist.....	18	8	2	0	8	44.44
Art Specialist	18	6	0	0	6	33.33
Totals	12,560	8,057	121	22	8,079	64.32

Number of Honour Matriculation Candidates	429
Number of Scholarship Candidates	111

*Obtained either complete or partial Junior Matriculation.

APPENDICES

APPENDIX A—STATISTICAL TABLES

THE PUBLIC SCHOOLS

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.

Rural Schools	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Brant	3,797	....	3,187	....	3,187	1,660	1,527	1,897	59
2 Bruce	8,770	5	6,163	....	6,168	3,233	2,935	3,680	59
3 Carleton	6,507	9	4,938	....	4,947	2,640	2,307	2,685	54
4 Dufferin	3,865	15	3,003	....	3,018	1,668	1,350	1,500	49
5 Dundas	3,489	10	2,884	1	2,895	1,562	1,333	1,686	58
6 Elgin	5,872	1	4,333	....	4,334	2,268	2,066	2,529	58
7 Essex	12,591	6	5,752	2	5,760	2,953	2,807	3,060	53
8 Frontenac	5,861	15	4,506	1	4,522	2,368	2,154	1,969	43
9 Glengarry	4,120	6	3,220	....	3,226	1,708	1,518	1,519	47
10 Grey	11,130	17	8,500	2	8,519	4,521	3,998	4,556	53
11 Haldimand	3,709	7	2,467	....	2,474	1,287	1,187	1,592	64
12 Haliburton	1,861	9	1,572	....	1,581	805	776	669	42
13 Halton	3,258	9	2,312	....	2,321	1,211	1,110	1,191	51
14 Hastings	8,777	20	6,840	....	6,860	3,437	3,423	3,614	52
15 Huron	9,704	7	6,507	....	6,514	3,407	3,107	4,100	62
16 Kent	8,507	4	6,692	....	6,696	3,469	3,227	3,493	52
17 Lambton	8,294	3	5,951	....	5,954	3,129	2,825	3,658	61
18 Lanark	4,433	4	3,221	....	3,225	1,619	1,606	1,849	57
19 Leeds and Grenville	7,810	19	6,246	....	6,265	3,195	3,070	3,357	53
20 Lennox and Addington	4,366	13	3,438	....	3,451	1,754	1,697	1,764	51
21 Lincoln	3,806	2	2,971	....	2,973	1,543	1,430	1,459	49
22 Middlesex	9,739	1	7,032	....	7,033	3,618	3,415	4,197	59
23 Norfolk	4,653	11	3,942	1	3,954	2,129	1,825	2,170	55
24 Northumberland & Durham	8,935	5	6,891	1	6,897	3,639	3,258	3,806	55
25 Ontario	7,050	3	5,281	....	5,284	2,770	2,514	2,888	54
26 Oxford	7,187	4	5,256	....	5,260	2,802	2,458	3,152	59
27 Peel	3,904	4	2,859	....	2,863	1,499	1,364	1,571	54
28 Perth	7,467	2	4,857	....	4,859	2,576	2,283	3,022	62
29 Peterborough	4,845	23	3,542	....	3,565	1,766	1,799	1,835	51
30 Prescott and Russell	11,742	27	3,612	....	3,639	1,928	1,711	1,969	54
31 Prince Edward	2,629	2	2,218	....	2,220	1,166	1,054	1,193	53
32 Renfrew	10,286	15	6,506	3	6,524	3,297	3,227	3,084	47
33 Simcoe	12,694	8	9,365	....	9,373	4,722	4,651	4,832	51
34 Stormont	4,375	10	2,870	....	2,880	1,494	1,386	1,601	55
35 Victoria	4,859	2	3,910	1	3,913	2,012	1,901	2,179	55
36 Waterloo	6,072	8	3,930	....	3,938	2,137	1,801	2,504	63
37 Welland	4,866	8	3,711	....	3,719	2,028	1,691	1,959	52
38 Wellington	7,445	10	4,908	....	4,918	2,614	2,304	2,874	58
39 Wentworth	5,740	7	4,441	....	4,448	2,282	2,166	2,256	50
40 York	13,019	11	10,104	....	10,115	5,294	4,821	5,428	53
41 Algoma	3,731	4	2,849	....	2,853	1,484	1,369	1,387	48
42 Kenora	409	....	334	....	334	159	175	160	48
43 Manitoulin	2,321	7	1,665	....	1,672	866	806	858	51
44 Muskoka	3,901	21	3,284	....	3,305	1,758	1,547	1,630	49
45 Nipissing	2,352	13	1,736	....	1,749	876	873	869	49
46 Parry Sound	5,082	20	3,884	2	3,906	2,018	1,888	1,832	46
47 Rainy River	1,029	6	829	....	835	420	415	393	47
48 Sudbury	3,607	12	2,465	....	2,477	1,285	1,192	1,168	47
49 Timiskaming	2,489	13	1,854	....	1,867	944	923	819	43
50 Thunder Bay, etc	1,845	1	1,441	....	1,442	700	742	718	49
Totals	294,800	439	210,279	14	210,732	109,720	101,012	114,181	54.18

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Continued

Cities	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Belleville	2,611	....	1,696	....	1,696	882	814	1,021	60
2 Berlin	5,814	....	2,037	....	2,037	1,048	989	1,491	73
3 Brantford	6,207	....	3,470	....	3,470	1,791	1,679	2,438	70
4 Chatham	2,405	....	1,617	....	1,617	806	811	1,073	66
5 Fort William	5,416	....	1,859	....	1,859	947	912	1,323	71
6 Guelph	3,777	....	1,923	2	1,925	939	986	1,401	72
7 Hamilton	18,633	....	11,420	3	11,423	5,754	5,669	7,747	67
8 Kingston	5,635	....	2,534	....	2,534	1,244	1,290	1,793	70
9 London	8,787	....	6,601	2	6,603	3,373	3,230	4,746	71
10 Niagara Falls	1,877	....	1,439	....	1,439	719	720	988	68
11 Ottawa	23,922	....	7,720	....	7,720	3,730	3,990	5,472	71
12 Peterborough	4,898	....	2,409	....	2,409	1,259	1,150	1,826	75
13 Port Arthur	2,678	....	1,686	....	1,686	834	852	1,157	68
14 St. Catharines	3,243	....	1,885	....	1,885	969	916	1,296	68
15 St. Thomas	3,610	....	2,085	....	2,085	1,022	1,063	1,629	78
16 Sault Ste. Marie	2,167	....	1,711	....	1,711	895	816	1,064	62
17 Stratford	2,673	....	1,857	....	1,857	980	877	1,401	75
18 Toronto	71,406	12	49,796	1	49,809	25,329	24,480	38,514	77
19 Windsor	5,273	....	2,308	....	2,308	1,177	1,131	1,614	69
20 Woodstock	1,706	....	1,454	....	1,454	701	753	1,036	71
Totals	182,738	12	107,507	8	107,527	54,399	53,128	79,030	73.49
Towns									
1 Alexandria	779	....	82	1	83	42	41	46	55
2 Alliston	278	....	259	....	259	130	129	187	72
3 Almonte	671	....	285	....	285	149	136	200	70
4 Amherstburg	622	....	290	....	290	153	137	160	55
5 Arnprior	1,239	....	605	....	605	312	293	405	66
6 Aurora	447	....	375	....	375	188	187	255	68
7 Aylmer	520	....	371	....	371	198	173	260	70
8 Barrie	1,599	....	1,087	....	1,087	523	564	683	62
9 Blenheim	340	1	312	....	313	161	152	194	62
10 Blind River	523	....	261	....	261	126	135	124	47
11 Bonfield	178	....	33	....	33	16	17	16	47
12 Bothwell	175	....	110	....	110	57	53	76	69
13 Bowmanville	623	....	510	....	510	249	261	345	67
14 Bracebridge	886	....	650	....	650	313	337	426	65
15 Brampton	702	....	552	....	552	258	294	421	76
16 Brockville	2,365	....	1,337	....	1,337	693	644	972	72
17 Bruce Mines	230	....	178	....	178	79	99	117	65
18 Cache Bay	296	....	125	....	125	56	69	72	57
19 Campbellford	775	....	604	....	604	303	301	402	66
20 Carleton Place	958	....	728	....	728	369	359	503	69
21 Chesley	590	....	343	....	343	153	190	230	67
22 Clinton	517	1	387	....	388	192	196	295	76
23 Cobalt	926	....	855	....	855	389	466	422	49
24 Cobourg	1,167	....	574	....	574	276	298	423	73
25 Cochrane	417	....	177	....	177	92	85	92	52
26 Collingwood	1,895	....	1,232	....	1,232	597	635	829	67
27 Copper Cliff	754	....	527	....	527	266	261	311	59
28 Cornwall	1,920	....	605	....	605	306	299	464	76
29 Deseronto	608	....	533	....	533	296	237	342	64
30 Dresden	391	....	298	....	298	160	138	198	66
31 Dryden	250	....	202	....	202	106	96	157	77
32 Dundas	1,082	....	697	....	697	346	351	488	70

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Continued

Towns—Continued	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
33 Dunnville	641	....	483	....	483	242	241	316	65
34 Durham	420	....	308	....	308	148	160	217	70
35 Englehart	218	....	211	....	211	107	104	99	46
36 Essex	315	....	293	....	293	143	150	200	68
37 Forest	331	....	264	....	264	113	151	174	65
38 Fort Frances	356	....	227	....	227	112	115	138	60
39 Galt	2,621	....	1,528	....	1,528	784	744	1,112	72
40 Gananoque	954	....	790	....	790	403	387	559	70
41 Goderich	1,100	....	652	....	652	309	343	496	76
42 Gore Bay	260	....	206	....	206	99	107	150	72
43 Gravenhurst	490	....	432	....	432	221	211	260	60
44 Haileybury	1,050	....	544	....	544	283	261	335	61
45 Hanover	693	....	469	1	470	233	237	290	61
46 Harriston	377	....	306	....	306	146	160	197	64
47 Hawkesbury	1,551	....	209	....	209	91	118	114	54
48 Hespeler	820	....	520	....	520	273	247	348	66
49 Huntsville	627	....	524	....	524	263	261	338	64
50 Ingersoll	1,235	....	722	....	722	387	335	507	70
51 Kearney	128	....	126	....	126	54	72	53	42
52 Keewatin	333	....	255	....	255	135	120	151	59
53 Kenora	1,439	....	886	....	886	408	478	607	68
54 Kincardine	559	....	319	....	319	146	173	258	80
55 Kingsville	470	1	365	....	366	201	165	250	68
56 Latchford	192	....	106	....	106	58	48	64	60
57 Leamington	632	1	505	....	506	253	253	323	63
58 Lindsay	1,808	....	961	....	961	505	456	702	73
59 Listowel	565	....	416	....	416	218	198	275	66
60 Little Current	448	....	394	....	394	202	192	175	44
61 Massey	255	....	172	....	172	104	68	109	63
62 Matheson	87	1	77	....	78	45	33	41	52
63 Mattawa	559	....	57	....	57	25	32	32	56
64 Meaford	634	....	532	....	532	271	261	371	69
65 Midland	1,772	....	1,266	....	1,266	639	627	780	61
66 Milton	469	....	390	....	390	208	182	256	65
67 Mitchell	430	....	299	....	299	151	148	219	73
68 Mount Forest	445	....	283	....	283	139	144	191	67
69 Napanee	647	....	515	....	515	233	282	354	68
70 New Liskeard	540	....	472	....	472	237	235	293	62
71 Newmarket	736	....	532	....	532	266	266	350	65
72 Niagara	235	....	230	....	230	117	113	131	56
73 North Bay	1,767	....	955	....	955	494	461	685	72
74 Oakville	579	....	428	....	428	217	211	267	62
75 Orangeville	527	....	404	....	404	206	198	299	74
76 Orillia	2,208	....	1,280	....	1,280	614	666	881	68
77 Oshawa	1,930	....	1,202	....	1,202	586	616	786	65
78 Owen Sound	3,388	....	2,146	....	2,146	1,078	1,068	1,574	73
79 Palmerston	573	....	415	....	415	184	231	210	50
80 Paris	961	....	541	....	541	266	275	381	70
81 Parkhill	242	....	187	....	187	104	83	140	75
82 Parry Sound	810	....	740	....	740	274	466	564	76
83 Pembroke	1,822	....	676	....	676	356	320	537	79
84*Penetanguishene	1,210	....	768	....	768	381	387	474	61
85 Perth	880	....	413	....	413	202	211	281	68
86 Petrolea	1,024	....	759	....	759	395	364	513	67
87 Picton	534	....	443	....	443	239	204	335	75

* Including Protestant Separate School.

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Concluded

Towns—Concluded	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
88 Port Hope	1,154	....	763	....	763	370	393	529	69
89 Powassan	243	....	205	....	205	106	99	136	66
90 Prescott	635	....	353	....	353	171	182	239	67
91 Preston	893	....	579	....	579	274	305	416	71
92 Rainy River	300	1	241	....	242	113	129	149	61
93 Renfrew	1,079	....	455	....	455	235	220	319	70
94 Ridgetown	548	....	379	....	379	190	189	245	64
95 Rockland	872	....	81	....	81	46	35	47	58
96 St. Mary's	844	....	525	....	525	261	264	347	66
97 Sandwich	516	....	220	....	220	118	102	124	56
98 Sarnia	2,094	....	1,564	....	1,564	796	768	1,116	71
99 Seaforth	532	....	315	....	315	156	159	199	63
100 Simcoe	812	....	656	....	656	333	323	400	60
101 Sioux Lookout	56	....	47	....	47	24	23	33	70
102 Smith's Falls	1,428	....	1,237	....	1,237	600	637	887	71
103 Southampton	476	....	353	....	353	182	171	262	74
104 Stayner	280	....	270	....	270	134	136	161	59
105 Steelton	1,148	....	860	....	860	466	394	442	51
106 Strathroy	750	....	504	....	504	250	254	362	71
107 Sturgeon Falls	684	....	259	....	259	110	149	132	50
108 Sudbury	1,073	....	528	....	528	272	256	313	59
109 Thessalon	513	....	445	....	445	228	217	257	57
110 Thornbury	183	....	146	....	146	72	74	101	69
111 Thorold	544	....	383	....	383	213	170	233	60
112 Tilbury	480	1	149	....	150	69	81	84	56
113 Tillsonburg	583	....	491	....	491	255	236	309	63
114 Trenton	997	....	607	....	607	319	288	394	64
115 Uxbridge	478	....	295	....	295	151	144	192	65
116 Vankleek Hill	411	....	164	....	164	95	69	114	69
117 Walkerton	640	....	309	....	309	166	143	212	68
118 Walkerville	1,021	....	495	....	495	249	246	331	66
119 Wallaceburg	1,465	....	598	....	598	294	304	404	67
120 Waterloo	893	....	571	....	571	304	267	401	70
121 Webbwood	218	....	200	....	200	107	93	113	56
122 Welland	1,048	....	942	....	942	504	438	570	60
123 Whitby	425	....	376	....	376	198	178	228	60
124 Wiarton	760	....	536	....	536	250	286	343	63
125 Wingham	508	....	385	....	385	189	196	277	71
Totals	98,204	7	61,873	2	61,882	30,992	30,890	41,598	67.22
Totals									
1 Rural Schools	294,800	439	210,279	14	210,732	109,720	101,012	114,181	54.18
2 Cities	182,738	12	107,507	8	107,527	54,399	53,128	79,030	73.49
3 Towns	98,204	7	61,873	2	61,882	30,992	30,890	41,598	67.22
4 Villages	33,385	13	25,570	1	25,584	12,950	12,634	16,666	65.14
5 Grand Totals, 1912	609,127	471	405,229	25	405,725	208,061	197,664	251,475	61.98
6 Grand Totals, 1911	604,555	665	399,851	36	400,552	206,016	194,536	244,674	61.08
7 Increases	4,572	....	5,378	....	5,173	2,045	3,128	6,801	.90
8 Decreases	.....	194	.....	11	.....	.....	.....	.....	.....
9 Percentages	.....	.11	99.87	....	.....	51.28	48.71	61.98	.....

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
1 Brant	783	411	538	731	688	36
2 Bruce	1,487	825	1,096	1,194	1,412	154
3 Carleton	1,357	581	980	892	1,099	38
4 Dufferin	718	340	513	614	788	45
5 Dundas	711	306	576	569	677	56
6 Elgin	1,056	523	829	788	989	149
7 Essex	1,693	1,066	1,168	1,014	814	5
8 Frontenac	1,352	531	759	881	962	37
9 Glengarry	1,100	409	689	531	475	22
10 Grey	2,130	1,012	1,632	1,767	1,824	154
11 Haldimand	604	341	472	472	561	24
12 Haliburton	529	258	316	271	179	28
13 Halton	615	283	368	430	587	38
14 Hastings	2,190	896	1,530	1,125	1,000	119
15 Huron	1,245	751	1,333	1,361	1,597	227
16 Kent	1,796	936	1,442	1,172	1,143	207
17 Lambton	1,288	858	1,064	1,200	1,375	169
18 Lanark	816	400	603	637	735	34
19 Leeds and Grenville	1,555	739	1,0 5	1,240	1,582	74
20 Lennox and Addington	960	434	691	597	737	32
21 Lincoln	774	362	488	645	652	52
22 Middlesex	1,544	915	1,409	1,332	1,565	268
23 Norfolk	1,016	471	1,007	754	642	64
24 Northumberland and Durham	1,532	833	1,587	1,481	1,348	116
25 Ontario	1,268	672	1,015	992	1,255	82
26 Oxford	1,205	586	961	965	1,407	136
27 Peel	660	327	514	581	746	35
28 Perth	1,005	548	771	1,292	1,075	168
29 Peterborough	1,118	491	667	675	569	45
30 Prescott and Russell	1,223	489	618	612	652	45
31 Prince Edward	535	258	352	450	568	57
32 Renfrew	2,163	871	1,296	1,056	1,071	67
33 Simcoe	2,513	1,150	1,964	1,650	1,945	151
34 Stormont	803	342	546	547	621	21
35 Victoria	987	516	764	776	757	113
36 Waterloo	896	495	986	867	641	53
37 Welland	1,010	498	621	736	794	60
38 Wellington	1,052	581	910	1,083	1,129	163
39 Wentworth	1,151	599	732	841	996	129
40 York	3,295	1,439	2,047	1,722	1,514	98
41 Algoma	948	405	546	471	440	43
42 Kenora	129	73	50	46	36	.....
43 Manitoulin	502	188	271	348	355	8
44 Muskoka	1,021	450	617	599	571	47
45 Nipissing	660	288	338	250	204	9
46 Parry Sound	1,355	570	661	696	558	66
47 Rainy River	290	103	158	140	124	20
48 Sudbury	1,044	435	438	346	200	14
49 Timiskaming	857	248	317	260	181	4
50 Thunder Bay, etc	536	213	270	203	190	30
Totals	57,077	27,316	40,595	39,902	42,030	3,812

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	2,935	2,188	2,040	2,426	2,603	873	1,175	1,450
2	5,703	4,472	4,152	4,952	4,728	2,258	2,479	2,465
3	4,782	3,949	2,442	4,226	4,310	1,455	2,480	2,728
4	2,865	2,209	1,715	2,508	2,424	1,374	1,293	1,465
5	2,748	2,287	2,058	2,332	2,326	1,149	1,319	1,396
6	4,174	3,613	3,601	3,890	3,816	1,896	2,294	2,454
7	5,477	3,301	2,778	3,982	3,905	1,811	965	1,921
8	3,901	3,282	1,730	3,066	3,354	1,740	1,584	2,043
9	2,876	2,206	2,073	2,493	2,474	749	1,181	1,290
10	7,878	6,536	4,816	6,708	6,704	2,805	3,332	3,928
11	2,315	1,868	1,476	1,971	1,973	1,151	1,139	1,344
12	1,326	968	339	1,030	1,009	640	544	547
13	2,262	1,577	1,393	1,734	1,786	1,069	840	1,069
14	6,503	5,125	5,083	5,646	5,764	1,507	2,338	2,866
15	5,706	4,905	4,048	5,458	3,995	2,467	2,922	3,428
16	6,366	4,691	4,457	5,327	5,618	2,235	2,375	2,715
17	5,498	5,016	3,195	5,183	5,406	1,669	2,084	2,141
18	5,076	2,447	1,017	2,634	2,619	1,228	1,178	1,511
19	5,590	4,899	2,612	4,873	4,801	2,611	3,013	3,241
20	3,311	2,859	1,558	2,794	2,815	1,323	1,484	1,634
21	2,696	2,064	1,931	1,934	2,148	1,382	1,165	1,379
22	6,868	5,963	5,437	6,262	6,299	2,664	3,005	3,218
23	3,805	3,236	2,404	3,333	3,340	748	1,766	2,068
24	6,333	5,051	3,376	5,512	5,416	2,721	2,328	2,604
25	5,284	3,697	2,683	4,730	5,143	1,503	2,364	2,544
26	5,061	4,605	2,720	4,856	4,797	1,838	2,491	2,582
27	2,737	2,178	2,093	2,550	2,478	1,071	1,281	1,459
28	4,671	3,811	4,272	4,150	4,117	2,268	1,803	2,355
29	3,140	2,581	1,771	2,607	2,611	1,179	1,384	1,782
30	3,507	2,576	2,425	3,321	3,382	774	1,347	1,700
31	2,076	1,607	570	1,714	1,640	1,223	954	1,021
32	6,489	5,796	3,061	5,818	5,896	1,297	3,063	3,066
33	8,278	6,560	6,768	7,317	5,848	4,050	4,122	5,910
34	2,631	2,221	1,673	2,302	2,284	1,006	1,358	1,823
35	3,729	3,292	2,257	3,563	3,554	1,057	1,628	1,768
36	3,612	3,505	3,323	3,316	3,863	1,264	1,241	1,759
37	3,420	2,650	2,318	2,956	2,861	2,484	1,366	1,595
38	4,634	3,639	3,242	3,926	3,935	2,438	1,619	2,254
39	4,114	2,842	2,878	3,340	3,207	2,014	1,520	2,001
40	9,528	8,068	7,085	7,342	7,642	3,737	3,515	4,272
41	2,387	1,764	1,149	1,697	1,727	942	763	924
42	334	201	179	189	189	92	102	120
43	1,542	1,067	583	1,110	1,252	678	587	760
44	3,149	2,213	1,390	2,419	2,431	1,295	1,156	1,354
45	1,412	1,047	657	891	1,072	531	347	562
46	3,811	2,364	1,765	2,747	2,931	1,051	1,194	1,433
47	599	447	279	462	484	309	185	286
48	1,942	1,338	1,008	1,567	1,574	555	352	909
49	1,493	1,035	893	1,322	1,192	273	415	606
50	1,417	926	1,206	991	957	437	478	423
	195,991	156,742	124,979	167,477	166,700	74,891	80,918	96,173

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration
1 Brant	2,095	2,422	2,647	40	32
2 Bruce	3,888	4,770	4,768	325	146
3 Carleton	3,660	4,619	4,114	23	15
4 Dufferin	1,948	2,446	2,178	39	27
5 Dundas	1,986	2,621	2,590	53	49
6 Elgin	3,439	4,000	3,900	443	211
7 Essex	4,632	4,753	4,740	51	3
8 Frontenac	3,032	3,322	2,580	25	33
9 Glengarry	1,663	2,660	2,473	38	16
10 Grey	5,771	7,221	6,811	213	126
11 Haldimand	1,644	2,203	2,331	19	19
12 Haliburton	580	739	536	68	30
13 Halton	1,392	2,210	1,941	11	24
14 Hastings	5,276	5,978	6,066	466	98
15 Huron	4,597	5,652	3,080	258	205
16 Kent	4,405	5,530	5,276	258	177
17 Lambton	4,629	5,646	5,798	139	150
18 Lanark	1,978	2,718	2,874	43	29
19 Leeds and Grenville	3,788	4,691	4,650	64	52
20 Lennox and Addington	2,442	2,985	2,393	54	31
21 Lincoln	1,608	2,446	2,272	161	49
22 Middlesex	4,701	6,468	6,566	364	240
23 Norfolk	3,366	3,571	3,626	111	63
24 Northumberland and Durham	4,074	4,420	5,263	101	81
25 Ontario	4,395	5,284	5,284	65	78
26 Oxford	4,340	4,971	4,770	116	118
27 Peel	1,839	2,586	2,108	20	20
28 Perth	3,475	4,395	4,756	142	132
29 Peterborough	2,435	2,340	2,145	39	24
30 Prescott and Russell	1,874	3,027	3,078	53	40
31 Prince Edward	960	1,570	960	53	51
32 Renfrew	6,240	6,446	6,524	42	48
33 Simcoe	7,521	7,529	6,460	165	128
34 Stormont	2,259	2,651	2,717	42	17
35 Victoria	3,595	3,664	3,258	247	109
36 Waterloo	2,940	3,535	3,001	39	42
37 Welland	1,831	2,994	2,993	93	52
38 Wellington	3,209	4,489	4,208	150	151
39 Wentworth	2,285	3,811	3,435	182	122
40 York	7,096	9,226	9,816	115	96
41 Algoma,	1,434	2,141	1,873	77	40
42 Kenora	237	316	334	.....	.....
43 Manitoulin	965	1,393	587	8	137
44 Muskoka	1,754	2,179	2,002	52	44
45 Nipissing	809	746	650	28	8
46 Parry Sound	1,973	3,242	3,417	63	58
47 Rainy River	327	468	306	12	15
48 Sudbury	1,030	1,317	1,290	14	14
9 Timiskaming	876	1,188	1,141	8	4
0 Thunder Bay, etc.	873	1,318	1,218	47	30
Totals	143,166	176,917	167,804	5,239	3,484

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book incl.)	German (beyond 4th Book)	German (Primer to 4th Book incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1	31	29	8	8	.....	.....	.....	11	17	210	58	....
2	118	106	72	3	.....	3	.....	28	24	79	.....	8
3	15	14	.....	.....	.....	.....	.....	.....	.....	301	.....	....
4	27	27	9	.....	.....	.....	.....	4	.....	.....	.....	....
5	48	46	20	20	.....	.....	.....	35	26	263	91	74
6	134	134	17	.....	.....	.....	.....	114	51	1,608	1,006	64
7	3	3	.....	.....	716	.....	.....	.....	.....	42	13	....
8	30	24	10	8	.....	.....	.....	3	.....	59	68	....
9	13	9	1	.....	137	.....	.....	.....	2	49	117	....
10	115	93	61	10	3	.....	.....	45	19	230	.....	....
11	19	16	14	14	.....	.....	.....	14	.....	317	.....	....
12	28	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
13	22	21	2	.....	.....	1	.....	5	.....	348	105	....
14	83	43	14	2	.....	.....	.....	29	17	261	268	60
15	204	182	46	3	.....	.....	.....	84	61	156	103	14
16	162	157	14	4	212	.....	.....	130	41	1,040	1,021	98
17	150	124	16	23	.....	.....	.....	53	51	139	96	....
18	26	24	5	5	.....	.....	.....	6	1	34	.....	....
19	53	51	30	4	.....	.....	.....	2	.....	38	.....	....
20	34	22	18	.....	.....	.....	.....	9	.....	36	13	6
21	50	35	13	3	.....	.....	.....	24	16	303	16	20
22	237	206	24	3	.....	.....	.....	154	193	1,483	1,615	260
23	63	41	6	2	.....	.....	.....	28	21	271	176	36
24	69	63	22	9	.....	.....	.....	19	15	144	202	....
25	77	68	3	.....	.....	.....	.....	49	45	40	39	....
26	115	96	17	1	.....	.....	.....	79	22	284	115	....
27	20	21	10	1	.....	.....	.....	6	7	5	.....	....
28	129	125	79	5	.....	.....	.....	56	41	192	.....	....
29	22	20	4	.....	.....	.....	.....	.....	.....	.....	.....	....
30	33	27	4	6	1,245	.....	.....	25	12	144	387	7
31	41	25	10	15	.....	.....	.....	8	21	121	59	....
32	45	45	1	.....	.....	.....	.....	12	12	64	.....	....
33	126	122	57	6	372	.....	.....	73	57	318	94	44
34	15	15	.....	.....	.....	.....	.....	5	4	118	95	....
35	93	48	.....	5	.....	.....	.....	25	59	69	11	9
36	39	35	16	1	.....	4	16	25	22	395	.....	4
37	52	41	4	.....	.....	.....	.....	28	13	35	82	....
38	129	85	74	33	.....	1	.....	39	28	199	42	36
39	122	118	78	41	.....	.....	.....	70	37	473	13	....
40	95	95	21	2	2	.....	.....	87	87	491	462	46
41	40	40	5	.....	.....	.....	.....	23	3	37	54	22
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
43	2	2	.....	.....	.....	.....	.....	1	8	33	13	....
44	43	34	6	4	.....	.....	.....	17	8	177	24	....
45	8	7	2	2	681	.....	.....	5	.....	28	87	....
46	56	53	7	2	2	.....	.....	32	26	6	.....	....
47	15	15	.....	.....	.....	.....	.....	6	2	2	.....	....
48	13	13	3	1	913	.....	.....	.....	.....	18	9	....
49	4	4	4	.....	.....	.....	.....	4	.....	64	191	54
50	30	30	11	4	.....	.....	.....	27	11	2	.....	....
	3,098	2,680	838	250	4,283	9	16	1,499	1,080	10,726	6,745	862

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Cities	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
1 Belleville	502	284	340	264	306	.....
2 Berlin	348	362	561	455	311	.....
3 Brantford	1,175	562	725	579	429	.....
4 Chatham	388	302	360	293	274	.....
5 Fort William	621	244	344	390	260	.....
6 Guelph	425	238	359	511	285	107
7 Hamilton	2,411	1,736	2,429	2,468	1,943	436
8 Kingston	600	390	339	640	565	.....
9 London	1,248	883	1,681	1,423	1,368	.....
10 Niagara Falls	391	225	282	249	292	.....
11 Ottawa	1,749	1,065	1,590	1,469	1,466	381
12 Peterborough	668	378	475	474	414	.....
13 Port Arthur	521	259	336	297	273	.....
14 St. Catharines	581	249	274	389	392	.....
15 St. Thomas	602	352	419	391	321	.....
16 Sault Ste. Marie	599	297	257	304	254	.....
17 Stratford	424	260	301	489	383	.....
18 Toronto	11,291	7,111	11,401	10,838	8,479	689
19 Windsor	1,036	282	316	430	244	.....
20 Woodstock	469	202	203	267	313	.....
Totals	26,049	15,681	22,992	22,620	18,572	1,613
Towns						
1 Alexandria	26	6	19	15	17	.....
2 Alliston	73	49	49	40	48	.....
3 Almonte	40	57	80	58	50	.....
4 Amherstburg	85	67	67	43	28	.....
5 Arnprior	151	79	137	138	100	.....
6 Aurora	101	58	111	50	55	.....
7 Aylmer	74	60	56	67	114	.....
8 Barrie	235	149	240	208	255	.....
9 Blenheim	66	68	67	38	74	.....
10 Blind River	92	39	55	41	34	.....
11 Bonfield	20	5	2	1	5	.....
12 Bothwell	35	15	26	19	15	.....
13 Bowmanville	130	92	90	92	106	.....
14 Bracebridge	207	116	122	123	82	.....
15 Brampton	144	89	104	106	109	.....
16 Brockville	403	190	192	277	275	.....
17 Bruce Mines	47	20	42	34	35	.....
18 Cache Bay	47	23	12	21	22	.....
19 Campbellford	171	113	89	112	119	.....
20 Carleton Place	234	139	146	117	92	.....
21 Chesley	95	58	46	84	60	.....
22 Clinton	100	46	50	82	110	.....
23 Cobalt	403	122	153	100	77	.....
24 Cobourg	102	126	116	110	120	.....
25 Cochrane	42	33	16	68	18	.....
26 Collingwood	241	160	271	307	253	.....
27 Copper Cliff	241	84	95	61	46	.....
28 Cornwall	148	91	129	112	125	.....
29 Deseronto	187	58	131	80	77	.....
30 Dresden	55	57	60	62	64	.....
31 Dryden	54	30	45	34	24	15
32 Dundas	250	104	106	141	96	.....
33 Dunnville	174	57	60	87	105	.....
34 Durham	95	54	43	54	62	.....

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	1,696	1,696	1,696	1,696	1,696	304	656	755
2	2,037	1,730	2,037	2,037	2,037	510	164	766
3	3,470	3,470	3,470	3,470	3,470	468	460	485
4	1,617	1,617	1,617	1,617	1,617	274	798	801
5	1,859	994	1,859	994	1,859	260	650	650
6	1,818	1,849	1,578	1,625	1,840	619	693	888
7	11,320	10,470	11,423	10,730	11,223	4,721	5,649	6,563
8	2,534	1,809	2,485	2,359	2,359	575	1,034	1,026
9	6,603	6,603	6,603	6,603	6,603	1,409	2,560	4,198
10	1,439	1,276	1,183	1,331	1,289	531	542	542
11	7,720	7,720	7,720	7,720	7,720	1,979	2,625	2,261
12	2,409	1,741	2,409	2,409	2,409	888	888	1,363
13	1,686	1,686	1,686	1,686	1,686	570	570	570
14	1,885	1,055	.....	1,055	1,055	586	781	781
15	2,085	2,085	2,085	2,085	2,085	321	633	959
16	1,711	1,598	1,598	1,711	1,711	637	501	720
17	1,857	1,857	1,857	1,857	1,857	283	283	489
18	49,088	48,044	49,128	46,245	46,981	28,642	11,662	16,778
19	2,308	990	2,308	2,308	2,308	244	674	674
20	1,454	1,454	.....	783	783	313	313	580
	106,596	99,744	102,742	100,321	102,588	44,134	32,136	41,849
1	83	57	83	51	83	17	51	51
2	259	259	150	259	259	88	66	259
3	285	188	.....	245	245	50	108	108
4	290	205	.....	205	205	71	28	71
5	605	454	605	605	605	100	238	238
6	375	284	375	284	284	105	216	216
7	371	371	250	371	371	161	291	161
8	1,087	859	.....	859	859	370	370	370
9	313	210	313	313	313	112	210	210
10	261	170	.....	97	120	97	97	97
11	33	13	.....	13	33	6	5	6
12	102	102	110	110	110	102	34	34
13	510	288	510	288	419	198	198	106
14	650	327	.....	327	650	107	205	205
15	552	319	552	408	408	109	215	109
16	1,337	1,337	1,337	1,337	1,337	275	1,337	1,337
17	178	111	178	111	111	111	50	111
18	125	87	125	125	125	22	43	87
19	604	604	604	604	604	119	119	231
20	728	494	728	728	494	92	209	209
21	343	249	343	343	343	60	249	249
22	388	388	388	388	388	129	388	388
23	855	399	717	405	528	68	165	247
24	574	366	574	366	366	120	76	120
25	177	177	91	177	102	18	86	86
26	1,232	1,172	1,252	1,122	1,122	638	632	761
27	527	286	527	527	527	107	46	107
28	605	605	605	457	605	125	75	125
29	533	288	533	533	533	77	157	157
30	298	298	.....	298	298	52	100	100
31	202	202	202	202	202	39	39	73
32	697	376	697	480	480	376	180	270
33	483	483	423	420	420	192	60	80
34	308	213	54	213	213	62	116	159

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Cities—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
1 Belleville	1,696	1,696	1,696	306	.....	.....
2 Berlin	1,437	2,037	2,037	.....	.....	.....
3 Brantford	3,470	3,470	3,470	.....	.....	.....
4 Chatham	1,617	1,617	1,617	.....	.....	.....
5 Fort William	1,859	1,859	1,859	.....	.....	.....
6 Guelph	1,188	1,565	1,669	107	107	.....
7 Hamilton	10,985	11,150	11,383	436	436	436
8 Kingston	2,307	2,534	2,534	.....	.....	.....
9 London	6,603	6,603	6,603	.....	.....	.....
10 Niagara Falls	1,178	1,384	1,439	.....	.....	.....
11 Ottawa	7,720	7,720	7,720	381	381	381
12 Peterborough	2,409	2,409	2,409	.....	.....	.....
13 Port Arthur	1,686	1,686	1,686	.....	.....	.....
14 St. Catharines	781	1,304	1,885	.....	.....	.....
15 St. Thomas	1,956	1,959	2,085	.....	.....	.....
16 Sault Ste. Marie	1,542	1,661	1,661	.....	.....	.....
17 Stratford	1,857	1,857	1,857	.....	.....	.....
18 Toronto	45,523	48,559	49,192	892	689	9
19 Windsor	990	2,308	2,308	.....	.....	.....
20 Woodstock	1,454	1,454	.....	.....	.....	.....
Totals	98,258	104,832	105,110	2,122	1,613	826
Towns						
1 Alexandria	32	83	83	.....	.....	.....
2 Alliston	259	259	259	.....	.....	.....
3 Almonte	108	285	285	.....	.....	.....
4 Amherstburg	290	290	.....	.....	.....	.....
5 Arnprior	605	605	605	.....	.....	.....
6 Aurora	216	375	375	.....	.....	.....
7 Aylmer	371	371	371	121	.....	.....
8 Barrie	1,087	1,087	1,087	.....	.....	.....
9 Blenheim	264	313	313	.....	.....	.....
10 Blind River	97	97	.....	.....	.....	.....
11 Bonfield	8	13	33	.....	.....	.....
12 Bothwell	34	102	102	9	.....	.....
13 Bowmanville	510	510	510	.....	.....	.....
14 Bracebridge	327	650	.....	.....	.....	.....
15 Brampton	215	368	552	.....	.....	.....
16 Brockville	1,337	1,337	1,337	70	.....	.....
17 Bruce Mines	111	178	178	.....	.....	.....
18 Cache Bay	87	125	125	.....	.....	.....
19 Campbellford	604	604	604	119	.....	.....
20 Carleton Place	728	728	728	41	.....	.....
21 Chesley	343	343	343	.....	.....	.....
22 Clinton	388	388	388	71	.....	.....
23 Cobalt	442	479	383	.....	.....	.....
24 Cobourg	120	366	.....	.....	.....	.....
25 Cochrane	86	177	91	.....	.....	.....
26 Collingwood	1,180	1,232	1,232	.....	.....	.....
27 Copper Cliff	46	286	527	.....	.....	.....
28 Cornwall	605	605	605	.....	.....	.....
29 Deseronto	157	533	533	.....	.....	.....
30 Dresden	298	298	298	.....	.....	.....
31 Dryden	202	202	202	15	15	15
32 Dundas	697	697	697	.....	.....	.....
33 Dunnville	483	483	483	.....	.....	.....
34 Durham	159	308	.....	.....	.....	.....

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book incl.)	German (beyond 4th Book)	German (Primer to 4th Book incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	57
2	.....	.....	.....	.....	.....	1355	.....	.....	.....	148	163
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	280	246
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,444	230
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....	107	.....	321	397
7	394	.....	.....	.....	.....	.....	99	436	.....	1,271	1,707
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,534	423
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	740	754
10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	381	.....	.....	.....	.....	.....	381	381	.....	1,654	1,891
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	166	152
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	135	138
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	279	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	.....	66	81
17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	.....	.....	.....	.....	.....	.....	.....	689	.....	46,539	11,658
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	.....	.....	.....	.....	.....	.....	.....	.....	.....	139	174
	775	.....	.....	.....	.....	1355	480	1,613	.....	55,716	18,071
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	.....	.....	55	.....	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	.....	243	267
17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
26	.....	.....	.....	.....	.....	.....	.....	.....	.....	225	97
27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
28	.....	.....	.....	.....	.....	.....	.....	.....	.....	195	.....
29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
31	15	15	15	15	.....	.....	15	.....	15	.....	.....
32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
35 Englehart	75	30	26	40	34	6
36 Essex	73	51	66	45	58	.....
37 Forest	58	51	44	50	61	.....
38 Fort Frances	79	39	49	37	23	.....
39 Galt	380	158	366	296	328	.....
40 Gananoque	221	145	173	132	119	.....
41 Goderich	144	61	162	134	151	.....
42 Gore Bay	38	26	41	47	54	.....
43 Gravenhurst	132	60	102	59	79	.....
44 Haileybury	193	64	116	109	62	.....
45 Hanover	136	81	114	98	41	.....
46 Harriston	55	49	71	83	48	.....
47 Hawkesbury	64	20	40	35	50	.....
48 Hespeler	124	86	118	87	80	25
49 Huntsville	170	92	126	63	73	.....
50 Ingersoll	195	87	158	152	130	.....
51 Kearney	40	26	28	13	19	.....
52 Keewatin	79	45	47	41	43	.....
53 Kenora	322	147	198	108	111	.....
54 Kincardine	69	40	64	64	82	.....
55 Kingsville	101	51	60	83	51	20
56 Latchford	47	12	20	8	19	.....
57 Leamington	191	39	111	85	80	.....
58 Lindsay	224	119	225	193	200	.....
59 Listowel	110	46	54	105	101	.....
60 Little Current	168	75	53	32	66	.....
61 Massey	61	13	32	20	36	10
62 Matheson	22	10	21	13	12	.....
63 Mattawa	18	3	13	8	13	2
64 Meaford	163	64	120	98	87	.....
65 Midland	433	246	213	222	152	.....
66 Milton	189	49	48	56	48	.....
67 Mitchell	46	37	40	77	99	.....
68 Mount Forest	61	68	51	68	35	.....
69 Napanee	128	80	79	90	138	.....
70 New Liskeard	180	58	86	76	72	.....
71 Newmarket	173	84	109	91	75	.....
72 Niagara	66	34	30	44	56	.....
73 North Bay	221	203	196	152	183	.....
74 Oakville	98	89	62	109	70	.....
75 Orangeville	81	64	81	86	92	.....
76 Orillia	284	234	288	271	203	.....
77 Oshawa	335	200	261	154	252	.....
78 Owen Sound	441	316	572	382	435	.....
79 Palmerston	109	83	77	65	81	.....
80 Paris	121	72	83	125	140	.....
81 Parkhill	35	22	36	38	56	.....
82 Parry Sound	207	129	181	129	94	.....
83 Pembroke	157	114	152	139	114	.....
84*Penetanguishene	304	138	118	103	105	.....
85 Perth	122	39	76	65	111	.....
86 Petrolea	229	129	93	181	127	.....
87 Picton	94	66	108	82	93	.....
88 Port Hope	216	125	94	168	160	.....

*Including Protestant Separate School.

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
35	211	106	.....	106	211	80	40	106
36	293	220	.....	267	267	103	58	103
37	264	151	264	206	206	111	111	111
38	227	164	227	164	164	60	23	109
39	1,528	1,395	1,068	1,528	1,528	709	482	1,008
40	790	569	556	790	790	174	119	424
41	652	495	652	447	652	285	285	285
42	206	206	206	206	206	54	101	142
43	432	326	260	432	349	221	84	349
44	544	287	544	287	544	62	171	171
45	470	470	470	470	470	88	139	253
46	306	306	306	306	306	131	48	202
47	209	209	150	85	209	50	85	85
48	520	520	520	520	520	205	66	205
49	401	323	.....	338	338	109	109	197
50	722	722	722	722	722	130	381	402
51	74	45	48	72	60	32	32	32
52	220	220	220	255	255	125	125	125
53	886	886	886	564	564	564	564	564
54	319	239	319	319	319	122	123	179
55	366	214	366	214	214	154	71	154
56	106	106	106	59	59	19	47	47
57	506	315	.....	315	315	165	80	85
58	961	737	961	961	961	393	393	393
59	416	341	416	341	341	206	154	101
60	394	394	394	369	369	369	66	126
61	172	111	.....	92	111	66	66	66
62	78	78	78	78	78	12	25	25
63	39	39	57	39	39	15	23	23
64	532	369	532	369	532	185	59	87
65	1,266	833	1,266	1,266	1,266	336	440	537
66	390	250	202	201	201	104	104	104
67	299	216	240	299	299	176	99	176
68	283	222	283	283	283	103	35	103
69	515	515	515	515	515	138	307	307
70	472	292	400	292	292	72	148	148
71	532	359	532	359	532	166	166	275
72	230	130	230	130	230	100	115	115
73	955	955	955	955	955	183	335	531
74	428	428	428	428	428	179	428	428
75	404	323	343	404	404	178	147	154
76	1,280	1,006	1,035	994	1,045	494	632	777
77	1,202	867	834	1,137	1,202	252	525	474
78	2,146	2,146	2,146	2,146	2,146	435	827	1,394
79	415	415	415	306	415	306	81	146
80	541	541	541	541	541	140	151	114
81	187	187	187	187	187	94	94	94
82	740	419	.....	419	419	223	223	274
83	676	676	676	676	676	114	405	327
84	768	530	768	768	768	164	257	257
85	413	413	413	413	413	177	244	262
86	759	392	759	375	521	127	127	299
87	443	443	443	443	443	93	175	283
88	763	763	763	763	763	763	460	160

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
35 Englehart	106	106	.....	3	6	6
36 Essex	293	293	293	.....	.....	.....
37 Forest	264	264	264	.....	.....	.....
38 Fort Frances	164	227	227	.....	.....	.....
39 Galt	1,528	1,528	1,332	.....	.....	.....
40 Gananoque	790	790	790	.....	.....	.....
41 Goderich	285	652	652	2	.....	.....
42 Gore Bay	206	206	206	.....	.....	.....
43 Gravenhurst	432	432	364	.....	.....	.....
44 Haileybury	544	544	544	.....	.....	.....
45 Hanover	470	470	470	.....	.....	.....
46 Harriston	306	306	306	.....	.....	.....
47 Hawkesbury	209	150	209	.....	.....	.....
48 Hespeler	310	520	.....	7	7	7
49 Huntsville	280	265	.....	.....	.....	.....
50 Ingersoll	722	722	722	.....	.....	.....
51 Kearney	32	126	126	.....	.....	.....
52 Keewatin	99	220	255	82	.....	.....
53 Kenora	886	886	886	.....	.....	.....
54 Kincardine	319	319	319	25	.....	.....
55 Kingsville	214	366	366	45	20	20
56 Latchford	106	106	106	19	.....	.....
57 Leamington	315	506	506	.....	.....	.....
58 Lindsay	393	961	961	.....	.....	.....
59 Listowel	101	416	220	.....	.....	.....
60 Little Current	369	369	369	.....	.....	.....
61 Massey	66	162	.....	13	10	10
62 Matheson	78	78	78	12	.....	.....
63 Mattawa	36	36	57	2	2	2
64 Meaford	532	532	532	.....	.....	.....
65 Midland	1,266	1,266	.....	.....	.....	.....
66 Milton	201	202	202	.....	.....	.....
67 Mitchell	176	299	299	.....	.....	.....
68 Mount Forest	283	283	283	.....	.....	.....
69 Napanee	515	515	515	.....	.....	.....
70 New Liskeard	292	292	400	.....	.....	.....
71 Newmarket	532	532	532	.....	.....	.....
72 Niagara	230	230	230	.....	.....	.....
73 North Bay	734	955	955	183	.....	.....
74 Oakville	428	428	428	.....	.....	.....
75 Orangeville	404	404	404	.....	.....	.....
76 Orillia	1,111	1,045	1,251	.....	.....	.....
77 Oshawa	1,136	1,202	1,202	.....	.....	.....
78 Owen Sound	1,394	2,146	2,146	.....	.....	.....
79 Palmerston	306	415	415	.....	.....	.....
80 Paris	265	348	541	.....	.....	.....
81 Parkhill	187	187	187	56	.....	.....
82 Parry Sound	740	740	740	84	.....	.....
83 Pembroke	676	676	676	.....	.....	.....
84*Penetanguishene	768	768	768	.....	.....	.....
85 Perth	400	411	413	.....	.....	.....
86 Petrolea	299	759	759	.....	.....	.....
87 Picton	443	443	443	93	.....	.....
88 Port Hope	328	763	763	.....	.....	.....

* Including Protestant Separate School.

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book incl.)	German (beyond 4th Book)	German (Primer to 4th Book incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
35	6	.....	.....	.....	.....	.....	6	.....	.....	.....	.....
36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39	.....	.....	.....	.....	.....	.....	.....	.....	.....	160	168
40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
47	.....	.....	.....	.....	.....	.....	.....	.....	.....	180	.....
48	7	.....	.....	.....	.....	.....	7	.....	.....	.....	.....
49	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
50	.....	.....	.....	.....	.....	.....	.....	.....	.....	105	99
51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
52	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
54	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
55	20	17	.....	.....	.....	.....	20	.....	20	.....	.....
56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
58	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
59	.....	.....	.....	.....	.....	.....	.....	.....	.....	47	54
60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
61	10	10	10	.....	.....	.....	10	.....	.....	.....	.....
62	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
63	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
64	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
65	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
66	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
71	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
73	.....	.....	.....	.....	.....	.....	.....	.....	183	734	531
74	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77	.....	.....	.....	.....	.....	.....	.....	.....	.....	48	.....
78	.....	.....	.....	.....	.....	.....	.....	.....	.....	211	224
79	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	108
81	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
82	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84	.....	.....	.....	.....	.....	.....	.....	.....	.....	238	484
85	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
89 Powassan	59	39	27	42	38	.....
90 Prescott	70	47	79	44	113	.....
91 Preston	124	105	134	122	94	.....
92 Rainy River	83	21	50	41	27	20
93 Renfrew	111	66	84	97	97	.....
94 Ridgetown	133	44	75	64	63	.....
95 Rockland	36	4	9	11	21	.....
96 St. Mary's	141	75	74	101	134	.....
97 Sandwich	79	30	30	38	43	.....
98 Sarnia	376	264	301	313	310	.....
99 Seaforth	94	42	44	44	91	.....
100 Simcoe	135	125	147	127	122	.....
101 Sioux Lookout	22	16	7	1	1	.....
102 Smith's Falls	454	156	216	186	225	.....
103 Southampton	79	64	75	65	70	.....
104 Stayner	52	60	39	60	59	.....
105 Steelton	322	154	137	122	125	.....
106 Strathroy	109	60	106	119	110	.....
107 Sturgeon Falls	89	28	67	55	20	.....
108 Sudbury	163	63	104	91	107	.....
109 Thessalon	147	53	105	71	69	.....
110 Thornbury	37	12	23	37	37	.....
111 Thorold	123	38	93	77	52	.....
112 Tilbury	49	13	34	33	21	.....
113 Tillsonburg	61	105	95	100	130	.....
114 Trenton	173	114	131	88	101	.....
115 Uxbridge	48	40	82	67	58	.....
116 Vankleek Hill	36	3	33	36	56	.....
117 Walkerton	78	40	58	70	63	.....
118 Walkerville	98	125	80	110	82	.....
119 Wallaceburg	213	99	123	84	79	.....
120 Waterloo	95	89	172	103	112	.....
121 Webbwood	75	32	38	32	23	.....
122 Welland	306	167	210	139	120	.....
123 Whitby	100	46	57	73	100	.....
124 Wiarton	157	65	122	84	108	.....
125 Wingham	65	46	95	95	84	.....
Totals	17,242	9,533	12,335	11,335	11,339	98
Totals						
1 Rural Schools	57,077	27,316	40,595	39,902	42,030	3,812
2 Cities	26,049	15,681	22,992	22,620	18,572	1,613
3 Towns	17,242	9,533	12,335	11,335	11,339	98
4 Villages	6,892	3,791	4,989	4,576	5,071	265
5 Grand Totals, 1912	107,260	56,321	80,911	78,433	77,012	5,788
6 Grand Totals, 1911	103,714	55,827	78,409	78,606	77,656	6,340
7 Increases	3,546	494	2,502	.....	.....	.....
8 Decreases	.....	.....	.....	173	644	552
9 Percentages	26.43	13.88	19.94	19.33	18.98	1.42

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
89	205	205	.....	205	205	136	136	107
90	353	353	196	353	353	113	157	236
91	579	579	579	579	579	216	94	256
92	242	178	181	242	217	119	61	178
93	455	378	455	432	441	97	198	287
94	379	246	379	202	379	127	127	127
95	81	42	49	81	81	32	32	32
96	525	309	309	384	384	309	134	235
97	220	220	109	152	220	81	59	81
98	1,564	1,564	1,564	1,564	1,564	310	623	623
99	179	179	179	221	221	91	91	135
100	656	656	656	656	656	122	189	594
101	47	25	47	25	25	2	2	2
102	1,237	1,237	1,237	1,237	1,237	411	411	411
103	353	353	353	353	353	135	70	135
104	270	270	211	270	270	119	119	119
105	860	711	807	710	564	180	352	415
106	504	395	504	395	395	229	71	504
107	259	170	89	259	259	21	21	21
108	528	528	528	528	528	107	198	302
109	361	298	445	445	361	140	69	140
110	146	109	146	97	97	76	37	52
111	301	260	219	260	260	187	187	187
112	150	88	44	88	150	88	88	88
113	491	491	491	491	491	130	230	230
114	607	607	607	607	607	189	303	147
115	295	295	295	295	295	58	115	197
116	164	164	164	125	164	92	125	125
117	309	259	309	259	259	133	63	133
118	397	397	495	264	495	82	192	192
119	598	598	598	598	598	163	163	163
120	571	571	571	476	571	215	215	215
121	206	125	200	125	125	23	23	93
122	942	942	683	942	942	309	259	320
123	376	268	376	266	266	173	115	173
124	536	536	187	536	536	183	183	183
125	385	320	95	385	385	179	179	179
	61,246	51,051	51,365	53,599	55,938	19,868	22,805	28,653
1	195,991	156,742	124,979	167,477	166,700	74,891	80,918	96,173
2	106,596	99,744	102,742	100,321	102,588	44,134	32,136	41,849
3	61,246	51,051	51,365	53,599	55,938	19,868	22,805	28,653
4	24,570	21,115	19,053	21,651	22,749	8,521	10,573	12,731
5	388,403	328,652	298,139	343,048	347,975	147,414	146,432	179,406
6	378,017	325,284	280,393	341,381	339,577	159,291	140,096	175,613
7	10,386	3,368	17,746	1,667	8,398	.....	6,336	3,793
8	.....	.....	.....	.....	.....	11,877	.....	.....
9	95.73	81.00	73.48	84.55	85.76	36.33	36.09	44.21

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
89 Powassan	205	205	.....	.....	.....	.....
90 Prescott	353	353	353	.....	.....	.....
91 Preston	579	579	579	.....	.....	.....
92 Rainy River	222	222	242	20	20	20
93 Renfrew	441	455	455	.....	.....	.....
94 Ridgetown	379	379	379	.....	.....	.....
95 Rockland	81	81	81	.....	.....	.....
96 St. Mary's	235	235	309	.....	.....	.....
97 Sandwich	220	220	161	.....	.....	.....
98 Sarnia	1,564	1,564	1,564	.....	.....	.....
99 Seaforth	135	221	315	.....	.....	.....
100 Simcoe	656	656	656	.....	.....	.....
101 Sioux Lookout	47	47	.....	.....	.....	.....
102 Smith's Falls	625	1,237	1,237	.....	.....	.....
103 Southampton	135	353	353	.....	.....	.....
104 Stayner	119	270	270	.....	.....	.....
105 Steelton	608	712	712	62	.....	.....
106 Strathroy	504	504	504	.....	.....	.....
107 Sturgeon Falls	170	259	259	.....	.....	.....
108 Sudbury	528	528	528	.....	.....	.....
109 Thessalon	245	245	445	.....	.....	.....
110 Thornbury	97	97	146	.....	.....	.....
111 Thorold	187	383	329	52	.....	.....
112 Tilbury	88	150	106	.....	.....	.....
113 Tillsonburg	491	491	491	.....	.....	.....
114 Trenton	607	607	607	.....	.....	.....
115 Uxbridge	197	295	295	.....	.....	.....
116 Vankleek Hill	164	164	164	56	.....	.....
117 Walkerton	133	175	189	63	.....	.....
118 Walkerville	192	495	495	.....	.....	.....
119 Wallaceburg	163	598	598	.....	.....	.....
120 Waterloo	215	571	571	.....	.....	.....
121 Webbwood	125	125	125	.....	.....	.....
122 Welland	796	639	942	.....	.....	.....
123 Whitby	257	268	376	.....	.....	.....
124 Wiarton	460	419	335	.....	.....	.....
125 Wingham	228	385	385	84	.....	.....
Totals	48,516	57,831	54,597	1,409	80	80
Totals						
1 Rural Schools	143,166	176,917	167,804	5,239	3,484	3,098
2 Cities	98,258	104,832	105,110	2,122	1,613	826
3 Towns	48,516	57,831	54,597	1,409	80	80
4 Villages	18,344	23,512	20,752	1,254	310	251
5 Grand Totals, 1912	308,284	363,092	348,263	10,024	5,487	4,255
6 Grand Totals, 1911	285,791	349,638	327,491	10,050	6,038	4,598
7 Increases	22,493	13,454	20,772	.....	.....	.....
8 Decreases	.....	.....	.....	26	551	343
9 Percentages	75.98	89.49	85.83	2.47	1.35	1.04

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Concluded

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book incl.)	German (beyond 4th Book)	German (Primer to 4th Book incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
89	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	20	15	.....	.....	15	.....	20	.....	.....	.....	.....
93	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
101	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	.....	.....	.....	.....	.....	.....	.....	.....	.....	99	123
103	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
105	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
106	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
107	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
108	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
109	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
110	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
111	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	77
112	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
113	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
114	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
115	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
116	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
117	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
118	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
119	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
120	.....	.....	.....	.....	.....	571	.....	.....	.....	.....	.....
121	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
122	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
123	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
124	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
125	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	80	57	25	15	15	571	78	.....	273	2,485	2,232
1	2,680	838	250	4,283	9	16	1,499	1,080	10,726	6,745	862
2	775	.....	.....	.....	.....	1,355	480	1,613	.....	55,716	18,071
3	80	57	25	15	15	571	78	.....	273	2,485	2,232
4	242	129	50	236	.....	.....	273	77	610	518	26
5	3,777	1,024	325	4,534	24	1,942	2,330	2,770	11,609	65,464	21,191
6	4,023	1,270	494	2,789	89	1,270	2,789	2,910	5,581	60,038	18,303
7	.....	.....	.....	1,745	.....	672	.....	.....	6,028	5,426	2,888
8	246	146	169	.....	65	.....	459	140	.....	.....	.....
9	.93	.25	.8	1.11	.....	.47	.57	.68	2.86	16.13	5.22

THE PUBLIC

III. TABLE C—TEACHERS, SALARIES,

	Rural Schools	Teachers			Salaries	
		Number of Teachers	Male	Female	Highest salary, male	Highest salary, female
1	Brant	77	11	66	$800	$800
2	Bruce	175	25	150	900	750
3	Carleton	125	13	112	850	650
4	Dufferin	93	10	83	675	650
5	Dundas	83	15	68	650	675
6	Elgin	113	15	98	650	700
7	Essex	123	21	102	900	700
8	Frontenac	146	9	137	675	600
9	Glengarry	80	8	72	600	600
10	Grey	229	34	195	725	650
11	Haldimand	77	11	66	700	625
12	Haliburton	62	10	52	700	475
13	Halton	59	5	54	700	700
14	Hastings	188	36	152	800	700
15	Huron	196	44	152	900	650
16	Kent	139	10	129	700	670
17	Lambton	173	26	147	875	700
18	Lanark	125	7	118	525	600
19	Leeds and Grenville	234	21	213	750	600
20	Lennox and Addington	118	12	106	500	650
21	Lincoln	73	17	56	800	725
22	Middlesex	205	29	176	800	650
23	Norfolk	104	24	80	700	675
24	Northumberland and Durham	211	39	172	750	675
25	Ontario	124	22	102	750	700
26	Oxford	126	26	100	775	725
27	Peel	81	14	67	750	775
28	Perth	121	25	96	725	660
29	Peterborough	103	7	96	650	650
30	Prescott and Russell	96	3	93	750	675
31	Prince Edward	76	18	58	600	700
32	Renfrew	161	11	150	750	625
33	Simcoe	229	53	176	800	700
34	Stormont	81	12	69	700	625
35	Victoria	114	20	94	750	600
36	Waterloo	102	25	77	850	700
37	Welland	87	12	75	775	650
38	Wellington	151	28	123	1,000	750
39	Wentworth	94	14	80	1,000	700
40	York	211	38	173	1,200	750
41	Algoma	71	14	57	750	600
42	Kenora	13	1	12	850	600
43	Manitoulin	44	3	41	550	600
44	Muskoka	107	8	99	600	500
45	Nipissing	51	7	44	550	600
46	Parry Sound	126	24	102	900	700
47	Rainy River	33	7	26	775	600
48	Sudbury	58	6	52	900	750
49	Timiskaming	47	7	40	1,000	900
50	Thunder Bay, etc	41	12	29	1,300	1,100
1	Totals, Rural Schools	5,756	869	4,887	1,300	1,100
2	" Cities	2,103	313	1,790	2,200	2,000
3	" Towns	1,163	143	1,020	1,800	950
4	" Villages	498	90	408	1,500	800
5	Grand Totals, 1912	9,520	1,415	8,105	2,200	2,000
6	Grand Totals, 1911	9,349	1,409	7,940	2,200	2,000
7	Increases	171	6	165	.....	.....
8	Decrease	.....	.....	.....	.....	.....
9	Percentages	.....	14.86	85.13	.....	.....

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.

Salaries—Continued

	Average salary of male teachers	Average salary of female teachers	Average salary, male teachers with I Class certificates	Average salary, female teachers with I Class certificates	Average salary, male teachers with II Class certificates	Average salary, female teachers with II Class certificates	Average salary, male teachers with III or District certificates
1	$613	$545	.....	$600	$636	$548	$512
2	568	531	$600	550	607	558	542
3	590	506	600	.....	668	541	500
4	541	534	.....	592	612	565	550
5	593	553	.....	.....	596	559	550
6	573	547	.....	558	594	555	512
7	612	538	.....	600	652	572	533
8	425	388	.....	.....	600	493	431
9	478	443	.....	460	.....	486	487
10	555	522	.....	581	614	577	520
11	593	529	700	550	596	542	550
12	455	343	.....	.....	675	.....	525
13	587	541	610	534	662	546	500
14	529	497	.....	566	654	573	503
15	579	513	687	581	596	530	502
16	625	558	.....	569	631	561	575
17	585	539	.....	580	597	552	553
18	449	407	.....	.....	475	515	449
19	504	432	500	575	574	491	449
20	377	408	.....	612	400	514	450
21	608	526	.....	600	636	546	525
22	596	530	.....	547	602	534	525
23	553	520	.....	600	590	550	483
24	548	501	600	568	580	532	531
25	581	533	675	575	604	553	549
26	623	536	642	637	644	540	581
27	580	536	.....	550	592	549	555
28	623	530	600	587	634	541	515
29	511	464	.....	550	637	533	500
30	500	428	.....	675	750	497	400
31	477	455	.....	700	600	528	508
32	504	409	.....	575	683	521	461
33	555	505	600	556	603	553	531
34	528	480	.....	.....	571	520	498
35	561	516	550	600	615	541	537
36	625	539	700	575	633	552	600
37	594	518	550	531	634	537	.....
38	600	542	750	603	610	550	511
39	646	543	.....	544	687	562	525
40	654	528	600	590	678	540	575
41	515	460	.....	.....	525	600	595
42	850	481	.....	.....	.....	.....	850
43	517	426	.....	.....	550	530	475
44	416	374	.....	.....	425	442	600
45	482	380	.....	.....	.....	533	500
46	507	411	.....	.....	740	546	469
47	529	483	.....	.....	612	550	481
48	550	468	.....	.....	683	630	450
49	701	545	.....	850	825	650	800
50	621	575	.....	1,100	600	700	720
1	566	493	638	583	620	545	522
2	1,320	703	1,449	707	1,120	703	550
3	977	519	1,208	530	944	521	617
4	779	492	1,133	537	763	503	533
5	788	543	1,340	634	757	587	524
6	767	518	1,369	599	739	567	494
7	21	25	.....	35	18	20	30
8	.....	.....	29	.....	.....	.....	.....
9	.....	.....	.....	.....	.....	.....	.....

THE PUBLIC

III. TABLE C—TEACHERS, SALARIES,

Rural Schools—Continued	Salaries—Continued			Number who have ever attended a Model School in Ontario
	Average salary, female teachers with III or District certificates	Average salary, male teachers with Temporary certificates	Average salary, female teachers with Temporary certificates	
1 Brant	$450	.....	$475	21
2 Bruce	505	$479	442	24
3 Carleton	464	467	422	39
4 Dufferin	506	495	485	24
5 Dundas	510	.....	475	32
6 Elgin	493	.....	500	42
7 Essex	515	525	437	58
8 Frontenac	424	376	325	69
9 Glengarry	435	450	391	55
10 Grey	496	464	460	87
11 Haldimand	497	.....	.....	40
12 Haliburton	365	382	337	2
13 Halton	525	.....	475	34
14 Hastings	468	440	426	79
15 Huron	484	492	437	102
16 Kent	527	.....	575	28
17 Lambton	500	500	475	59
18 Lanark	401	425	348	66
19 Leeds and Grenville	415	444	376	116
20 Lennox and Addington	412	358	359	27
21 Lincoln	480	500	450	38
22 Middlesex	473	.....	450	86
23 Norfolk	462	449	425	57
24 Northumberland & Durham	490	475	437	95
25 Ontario	488	475	442	24
26 Oxford	453	500	470	30
27 Peel	483	600	500	13
28 Perth	482	.....	433	48
29 Peterborough	466	450	388	29
30 Prescott and Russell	424	350	384	35
31 Prince Edward	466	433	406	24
32 Renfrew	407	412	348	103
33 Simcoe	484	493	455	74
34 Stormont	451	425	533	69
35 Victoria	472	475	442	22
36 Waterloo	503	400	512	37
37 Welland	471	437	466	47
38 Wellington	486	.....	469	68
39 Wentworth	505	562	429	8
40 York	480	487	450	105
41 Algoma	462	454	442	15
42 Kenora	483	.....	479	2
43 Manitoulin	435	525	382	9
44 Muskoka	380	383	354	37
45 Nipissing	423	469	343	10
46 Parry Sound	409	429	394	50
47 Rainy River	495	550	469	5
48 Sudbury	501	400	401	15
49 Timiskaming	532	615	477	20
50 Thunder Bay, etc	498	483	520	10
1 Totals, Rural Schools	456	452	401	2,189
2 " Cities	578	.....	.....	1,573
3 " Towns	491	.....	479	754
4 " Villages	436	687	405	319
5 Grand Totals, 1912	458	455	402	4,835
6 Grand Totals, 1911	435	431	386	4,828
7 Increases	23	24	16	7
8 Decreases	.....	.....	.....	.....
9 Percentages	.....	.....	.....	50.78

SCHOOLS—Continued
CERTIFICATES, EXPERIENCE, ETC.—Continued

	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal College or F. of E. in Ontario	Number of University Graduates	Certificates				
				1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District	Temporary
1	66	6	.....	6	63	6	.....	2
2	123	3	1	3	119	19	1	33
3	79	1	.....	1	76	29	.....	19
4	48	2	.....	3	44	26	.....	20
5	78	.....	.....	.....	75	5	1	2
6	95	4	.....	3	93	15	.....	2
7	73	3	.....	3	68	31	7	14
8	25	.....	.....	.....	24	48	4	70
9	19	1	.....	1	18	46	4	11
10	111	4	.....	4	107	64	1	53
11	56	2	.....	2	53	22	.....	.....
12	2	2	2	.....	2	8	4	48
13	47	5	.....	5	43	9	1	1
14	60	9	1	8	65	38	17	60
15	139	6	.....	6	130	50	.....	10
16	122	3	.....	4	118	14	.....	3
17	132	5	.....	5	126	36	.....	6
18	29	.....	.....	.....	27	54	.....	44
19	78	4	2	4	75	102	2	51
20	22	2	.....	2	20	32	3	61
21	53	3	.....	1	51	18	1	2
22	192	4	.....	3	189	12	.....	1
23	73	3	.....	3	66	27	1	7
24	118	9	.....	8	107	42	3	51
25	81	8	1	7	80	27	.....	10
26	102	7	.....	9	99	12	.....	6
27	56	8	.....	7	54	15	1	4
28	104	3	.....	3	98	17	.....	3
29	44	1	.....	1	41	17	3	41
30	21	1	.....	1	17	34	18	26
31	15	1	.....	1	15	22	.....	38
32	25	3	.....	3	23	62	27	46
33	100	5	2	5	89	80	3	52
34	34	.....	.....	.....	31	42	4	4
35	72	3	1	3	71	22	1	17
36	74	3	.....	3	74	20	.....	5
37	65	4	.....	5	60	15	.....	7
38	107	18	.....	17	102	27	1	4
39	67	9	1	9	65	12	.....	8
40	166	8	.....	8	162	34	1	6
41	3	.....	.....	.....	4	21	20	26
42	.....	.....	.....	.....	.....	2	5	6
43	4	.....	.....	.....	6	12	9	17
44	7	.....	.....	.....	7	26	30	44
45	3	.....	.....	.....	3	11	5	32
46	12	.....	.....	.....	12	28	23	63
47	4	1	.....	.....	4	7	8	14
48	9	.....	.....	.....	10	13	7	28
49	12	2	.....	1	11	14	2	19
50	11	1	.....	1	11	9	7	13
1	3,038	167	11	159	2,908	1,354	225	1,110
2	1,817	331	55	392	1,694	17	.....	.....
3	1,009	73	11	81	992	66	8	16
4	401	24	4	24	398	60	5	11
5	6,265	595	81	656	5,992	1,497	238	1,137
6	6,007	528	87	630	5,691	1,458	211	1,359
7	258	67	.....	26	301	39	27	.....
8	.....	.....	6	.....	.....	.....	.....	222
9	65.80	6.25	.85	6.89	62.94	15.72	2.5	11.94

THE PUBLIC

III. TABLE C—TEACHERS, SALARIES,

Experience

—	Average experience in years of male teachers	Average experience in years of female teachers	Average experience in years of all teachers	Average experience, male teachers with I Class certificates	Average experience, female teachers with I Class certificates
1 Totals, Rural Schools	8.56	4.37	5.01	8.45	4.37
2 " Cities	16.55	14.06	14.43	15.30	11.01
3 " Towns	17.87	10.00	10.97	19.43	6.01
4 " Villages	17.01	8.08	9.69	14.58	3.32
5 Grand Totals, 1912	11.81	7.41	8.06	14.99	7.79
6 Grand Totals, 1911	11.90	7.28	7.97	17.29	8.77
7 Increases	.....	.13	.09	.....	.....
8 Decreases	.09	.....	.....	2.30	.98
9 Percentages	.....	.....	.....	.....	.....

THE PUBLIC

III. TABLE C—TEACHERS, SALARIES,

Experience—Continued

—	2 Years, but less than 3 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	14 Years	15 Years	16 Years
1 Totals, Rural Sch's	661	628	552	369	251	173	154	96	88	81	80	66	48	62	48
2 " Cities	92	92	93	117	109	76	92	87	97	95	82	63	71	63	55
3 " Towns	81	103	84	89	67	46	40	36	39	40	32	28	35	30	21
4 " Villages	33	34	37	34	29	14	22	19	18	13	12	9	11	12	14
5 Grand Totals, 1912	867	857	766	609	456	309	308	238	242	229	206	166	165	167	138
6 Grand Totals, 1911	922	819	709	549	431	345	297	243	262	212	212	167	163	158	126
7 Increases	.....	38	57	60	25	....	11	....	....	17	....	....	2	9	12
8 Decreases	55	.....	....	....	....	36	....	5	20	....	6	1	....	....	....
9 Percentages	9.11	9.00	8.05	6.40	4.79	3.25	3.23	2.50	2.54	2.40	2.16	1.74	1.73	1.75	1.45

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.—Continued

Experience—Continued

	Average experience, male teachers with II Class certificates	Average experience, female teachers with II Class certificates	Average experience, male teachers with III or District certificates	Average experience, female teachers with III or District certificates	Average experience, male teachers with Temporary certificates	Average experience, female teachers with Temporary certificates	Number of teachers who at end of year have taught less than a year.	One year, but less than two years
1	12.44	5.54	5.31	4.13	1.37	1.73	1,042	1,018
2	18.68	14.33	.50	26.09	.....	.....	30	59
3	17.86	10.09	6.66	13.90	.....	2.37	52	71
4	17.85	8.55	10.83	7.83	.50	2.44	32	57
5	14.72	9.16	5.39	4.96	1.36	1.75	1,156	1,205
6	14.30	9.13	6.65	4.92	1.26	1.92	1,271	1,043
7	.42	.03	.....	.04	.10	.....	.....	162
8	.....	.....	1.26	.....	.....	.17	115	.....
9	.....	.....	.....	.....	.....	.....	12.14	12.66

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.—Concluded

Experience—Concluded

	17 Years	18 Years	19 Years	20 Years	21 Years	22 Years	23 Years	24 Years	25 Years	26 Years	27 Years	28 Years	29 Years	30 Years	31 Years	32 Years	33 Years	34 Years	35 Years	36 Years	37 Years	38 Years	39 Years	40 Years or over
1	39	27	27	27	24	25	15	17	20	12	12	12	9	10	7	7	7	7	8	6	4	3	2	12
2	51	34	50	48	46	38	27	36	56	49	48	42	24	23	30	13	22	14	16	7	5	8	4	39
3	17	22	19	20	19	12	16	19	17	13	11	10	13	6	3	7	4	4	9	1	3	5	2	17
4	16	8	7	4	6	4	2	7	5	2	6	1	3	7	4	2	5	1	2	...	1	...	...	5
5	123	91	103	99	95	79	60	79	98	76	77	65	49	46	44	29	38	26	35	14	13	16	8	73
6	103	120	104	121	86	69	85	89	75	79	72	43	39	56	38	47	29	23	24	13	13	10	17	65
7	20	...	....	....	9	10	...	...	23	...	5	22	10	...	6	...	9	3	11	1	...	6	...	8
8	...	29	1	22	....	...	25	10	....	3	...	...	...	10	...	18	...	...	...	...	...	...	9	...
9	1.29	.96	1.08	1.04	1.00	.83	.63	.83	1.03	.80	.81	.68	.51	.48	.46	.30	.40	.27	.37	.15	.14	.17	.08	.77

THE PUBLIC

IV. TABLE D—SCHOOL

Rural Schools	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspector	By Trustees	By Clergymen	By other persons	Total
1 Brant	62	49	2	1	10	.....	153	80	24	223	480
2 Bruce	168	115	14	1	35	3	348	81	65	106	600
3 Carleton	113	30	17	3	59	4	232	87	22	104	445
4 Dufferin	92	60	4	2	26	.....	122	65	21	77	285
5 Dundas	76	7	9	1	59	.....	171	37	16	95	319
6 Elgin	100	77	.....	2	21	.....	257	86	44	87	474
7 Essex	109	37	4	1	67	.....	255	96	29	70	450
8 Frontenac	143	11	23	....	104	5	280	154	38	193	665
9 Glengarry	75	4	.....	1	62	8	183	41	27	80	331
10 Grey	222	123	50	3	45	1	451	135	58	257	901
11 Haldimand	74	65	.....	1	8	.....	165	62	24	126	377
12 Haliburton	60	2	3	....	46	9	125	38	46	144	353
13 Halton	56	29	13	5	9	.....	123	99	10	109	341
14 Hastings	177	56	14	3	102	2	380	204	91	1,406	2,081
15 Huron	183	110	8	4	61	.....	364	210	35	380	989
16 Kent	132	85	.....	....	47	.....	287	78	36	200	601
17 Lambton	167	87	1	1	78	.....	350	149	28	231	758
18 Lanark	120	19	12	....	82	7	249	121	17	356	743
19 Leeds & Grenville	223	63	77	....	79	4	490	204	63	241	998
20 Lennox and Addington	111	24	6	3	76	2	242	92	30	212	576
21 Lincoln	64	30	8	....	26	.....	131	82	22	108	343
22 Middlesex	182	137	.....	1	44	.....	384	114	46	201	745
23 Norfolk	98	63	6	5	24	.....	216	52	17	190	475
24 Northumberland & Durham	202	140	11	2	49	.....	446	208	74	583	1,311
25 Ontario	115	74	1	....	40	.....	267	91	28	113	499
26 Oxford	107	87	4	1	15	.....	273	124	16	182	595
27 Peel	75	54	7	2	12	.....	190	58	14	85	347
28 Perth	112	97	3	....	12	.....	332	113	46	206	697
29 Peterborough	99	48	3	3	41	4	231	66	56	84	437
30 Prescott and Russell	87	9	.....	2	66	10	114	69	71	174	428

SCHOOLS—Continued

HOUSES, PRAYERS, ETC.

	Maps and Globes		Examinations, Prizes		Lectures							
	Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	By Inspector	By other persons	Total	Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Readings	Number of Schools opened or closed with Prayer	Number of Schools using the Bible	No. of Schools where Religious Instruction is given by Clergymen or their representatives
1	731	75	28	11	.....	.....	.....	36	29	62	52	.....
2	1,967	186	75	23	.....	.....	.....	98	83	168	161	.....
3	1,127	115	24	21	.....	1	1	134	52	111	75	3
4	857	91	11	11	1	2	3	86	30	86	82	5
5	815	101	24	12	.....	.....	.....	49	33	76	63	1
6	1,181	108	29	10	1	3	4	69	59	93	61	7
7	1,305	118	7	12	.....	8	8	46	36	104	81	2
8	895	128	28	33	.....	1	1	107	87	143	87	16
9	692	72	19	13	.....	.....	.....	79	22	62	19	11
10	2,518	237	52	24	135	3	138	236	71	221	189	.....
11	912	82	25	8	2	.....	2	61	40	74	65	.....
12	505	59	14	.....	.....	2	2	33	32	49	60	.....
13	635	61	18	10	.....	1	1	11	41	56	36	.....
14	2,019	194	77	42	.....	14	14	145	41	167	133	7
15	1,976	192	41	24	.....	.....	.....	65	103	181	135	.....
16	1,570	147	135	4	.....	.....	.....	29	76	132	82	2
17	1,861	168	26	27	6	4	10	148	87	166	81	.....
18	944	122	24	21	20	9	29	153	90	117	29	1
19	2,156	218	106	6	.....	.....	.....	28	143	218	70	.....
20	1,068	121	28	29	.....	.....	.....	40	54	103	46	1
21	653	71	12	3	.....	.....	.....	74	39	64	35	.....
22	2,177	223	47	34	1	9	10	147	84	180	139	7
23	1,010	98	27	21	.....	.....	.....	137	59	97	65	.....
24	2,161	219	83	36	4	1	5	152	131	201	132	11
25	1,386	131	15	13	.....	.....	.....	45	90	115	26	1
26	1,346	126	25	12	.....	3	3	37	62	106	56	3
27	1,021	79	26	4	.....	1	1	142	38	75	37	.....
28	1,308	135	70	4	29	.....	29	120	76	112	48	.....
29	745	96	20	17	.....	2	2	36	15	91	73	6
30	752	91	27	22	.....	.....	.....	145	36	84	39	17

THE PUBLIC

IV. TABLE D—SCHOOL

Rural Schools—Concluded	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspector	By Trustees	By Clergymen	By other persons	Total
31 Prince Edward	75	34	14	12	15	.....	152	59	13	330	554
32 Renfrew	150	45	1	1	85	18	324	135	52	117	628
33 Simcoe	208	144	2	9	52	1	438	255	72	364	1,129
34 Stormont	75	1	.....	1	72	1	177	65	31	110	383
35 Victoria	104	72	4	....	28	.....	278	81	46	153	558
36 Waterloo	82	61	16	....	5	.....	165	153	23	356	697
37 Welland	77	44	6	3	24	.....	171	115	15	289	590
38 Wellington	141	92	37	5	7	.....	333	215	33	354	935
39 Wentworth	73	50	14	1	8	.....	194	82	39	174	489
40 York	153	114	1	1	37	.....	316	220	59	321	916
41 Algoma	71	5	1	2	58	5	138	101	41	106	386
42 Kenora	14	.....	.....	....	11	3	25	18	2	11	56
43 Manitoulin	44	2	3	6	27	6	86	44	26	64	220
44 Muskoka	105	20	2	1	72	10	202	155	56	196	609
45 Nipissing	49	3	.....	....	38	8	85	81	38	55	259
46 Parry Sound	119	13	1	1	83	21	252	117	59	197	625
47 Rainy River	33	.....	.....	1	22	10	55	19	17	45	136
48 Sudbury	58	3	.....	....	49	6	103	60	58	44	265
49 Timiskaming	43	2	.....	....	35	6	68	49	37	52	206
50 Thunder Bay, etc.	35	3	.....	....	29	3	65	55	17	109	246
Totals											
1 Rural Schools	5,313	2,500	402	92	2,162	157	11,438	5,175	1,848	10,070	28,531
2 Cities	237	218	13	....	6	.....	4,692	1,677	441	14,344	21,154
3 Towns	228	164	24	2	38	.....	1,990	1,818	405	5,596	9,809
4 Villages	161	130	10	3	18	.....	920	553	165	825	2,463
5 Grand Totals, 1912.	5,939	3,012	449	97	2,224	157	19,040	9,223	2,859	30,835	61,957
6 Grand Totals, 1911.	5,921	2,957	459	82	2,263	160	18,860	9,956	3,132	29,075	61,023
7 Increases	18	55	.....	15	.....	.....	180	.....	.....	1,760	934
8 Decreases	.....	.....	10	....	39	3	.....	733	273	.....	.....
9 Percentages	.....	50.71	7.56	1.63	37.45	2.64	30.73	14.88	4.61	49.77	.....

SCHOOLS—Continued

HOUSES, PRAYERS, ETC.—Concluded

	Maps and Globes		Examinations, Prizes		Lectures			Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Readings	Number of Schools opened or closed with Prayer	Number of Schools using the Bible	No. of Schools where Religious Instruction is given by Clergymen or their representatives
	Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	By Inspector	By other persons	Total					
31	899	77	26	5	.....	4	4	4	42	73	59	2
32	1,303	162	36	39	.....	2	2	193	51	144	37	4
33	1,955	217	56	21	.....	5	5	194	74	201	160	28
34	693	82	27	22	.....	2	2	45	44	75	45	4
35	1,046	108	13	6	.....	.....	.....	6	29	102	73	3
36	1,097	95	43	11	.....	.....	.....	111	58	82	38	2
37	791	80	29	12	.....	2	2	135	20	77	84	.....
38	1,672	160	32	12	.....	5	5	59	103	141	58	6
39	745	468	26	12	4	3	7	56	43	72	51	9
40	1,648	166	44	18	3	3	6	183	104	152	108	2
41	564	66	20	12	.....	9	9	40	54	68	63	4
42	70	13	3	1	.....	.....	.....	.....	13	14	.....	.....
43	335	56	46	7	1	2	3	43	25	43	25	16
44	993	115	15	24	.....	.....	.....	172	59	102	91	7
45	272	39	19	13	.....	.....	.....	66	13	47	17	9
46	1,119	120	22	16	1	5	6	122	88	117	105	8
47	174	29	21	4	.....	1	1	23	3	31	26	4
48	325	40	20	13	.....	.....	.....	86	13	57	20	12
49	250	40	8	9	.....	.....	.....	28	18	41	33	6
50	193	31	18	14	.....	4	4	12	5	35	31	.....
1	54,437	6,028	1,667	778	208	111	319	4,266	2,698	5,188	3,381	227
2	4,364	388	164	157	25	130	155	*3	111	228	219	1
3	3,331	362	70	23	14	130	144	8	76	199	169	10
4	2,027	234	35	19	12	37	49	118	93	155	111	8
5	64,159	7,012	1,936	977	259	408	667	4,395	2,978	5,770	3,880	246
6	64,871	6,927	1,942	1,021	381	364	745	5,698	3,078	5,728	3,549	310
7	.....	85	.....	.....	.....	44	.....	.....	.....	42	331	.....
8	712	.....	6	44	122	.....	78	1,303	100	.....	.....	64
9	†10.80	†1.18	32.59	16.45	.....	.....	.....	.....	50.14	97.15	65.33	4.14

*In addition, there were set out 48 shrubs, 22,105 plants, and 12,600 bulbs.
†To each school.

THE PUBLIC

V. TABLE E—FINANCIAL

Rural Schools	Receipts				
	Legislative Grants	Municipal Grants	Assessments levied on requisition of the Trustees	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.	$ c.
1 Brant	8,395 89	22,933 19	30,500 55	77,824 96	139,654 59
2 Bruce	17,288 98	53,949 79	41,383 13	75,448 79	188,070 69
3 Carleton	9,725 54	36,916 77	30,426 98	42,563 20	119,632 49
4 Dufferin	10,489 86	27,441 00	20,749 05	28,461 88	87,141 79
5 Dundas	8,908 75	24,999 39	21,422 33	15,467 46	70,797 93
6 Elgin	11,741 11	35,951 59	34,223 54	73,943 28	155,869 52
7 Essex	11,785 37	36,379 86	36,907 78	52,247 70	137,320 71
8 Frontenac	14,886 04	35,909 49	17,996 75	33,842 76	102,635 04
9 Glengarry	4,610 08	23,572 70	13,805 19	17,546 55	59,534 52
10 Grey	19,437 32	69,199 34	59,387 54	82,700 89	230,725 09
11 Haldimand	7,421 67	24,000 82	19,766 80	37,647 59	88,836 88
12 Haliburton	10,111 84	343 10	13,540 58	11,611 25	35,606 77
13 Halton	5,599 66	18,116 50	11,732 81	30,595 34	66,444 31
14 Hastings	22,718 52	49,354 16	41,178 34	82,212 46	195,463 48
15 Huron	18,067 04	60,788 16	52,706 38	86,013 35	217,574 93
16 Kent	15,294 17	42,322 58	43,573 14	89,518 56	190,708 45
17 Lambton	17,252 74	53,331 79	48,696 65	58,291 63	177,572 81
18 Lanark	7,439 17	37,214 95	13,523 76	25,697 88	83,875 76
19 Leeds and Grenville	15,225 48	69,794 90	35,036 37	78,338 00	198,394 75
20 Lennox and Addington	7,582 06	34,157 07	14,676 60	40,462 43	96,878 16
21 Lincoln	7,212 92	20,419 33	25,939 54	65,948 49	119,520 28
22 Middlesex	21,360 87	61,780 19	61,447 58	88,053 02	232,641 66
23 Norfolk	9,313 40	31,928 36	28,361 72	58,479 24	128,082 72
24 Northumberland & Durham	17,971 08	64,638 25	46,728 81	60,945 80	190,283 94
25 Ontario	11,668 38	37,844 30	31,428 15	50,817 65	131,758 48
26 Oxford	13,588 93	37,319 22	41,788 16	103,919 47	196,615 78
27 Peel	8,784 83	22,725 00	20,985 08	34,610 29	87,105 20
28 Perth	12,652 45	35,713 62	38,676 74	44,545 79	131,588 60
29 Peterborough	12,288 24	25,934 24	18,193 69	26,937 51	83,353 68
30 Prescott and Russell	4,363 12	28,631 16	14,279 12	23,111 32	70,384 72
31 Prince Edward	4,411 39	23,676 86	12,769 52	20,766 84	61,624 61
32 Renfrew	13,407 78	41,724 74	26,355 91	41,731 76	123,220 19
33 Simcoe	18,057 90	64,131 90	61,462 20	97,406 43	241,058 43
34 Stormont	5,493 37	24,757 22	16,010 92	13,346 31	59,607 82
35 Victoria	13,928 85	29,341 11	24,786 56	36,188 26	104,244 78
36 Waterloo	10,858 23	30,017 68	32,251 79	71,327 00	144,454 70
37 Welland	7,656 76	28,754 73	23,490 92	41,041 96	100,944 37
38 Wellington	17,815 98	43,681 37	39,663 04	71,804 51	172,964 90
39 Wentworth	11,452 12	27,168 39	27,822 37	67,092 36	133,535 24
40 York	21,502 97	58,245 08	86,351 65	148,494 41	314,594 11
41 Algoma	6,671 02	8,486 59	19,576 71	19,862 03	54,596 35
42 Kenora	1,868 23	300 00	5,069 83	1,895 73	9,073 79
43 Manitoulin	17,902 64	13,404 57	25,423 55	28,956 73	85,687 49
44 Muskoka	11,883 89	13,459 30	15,280 63	24,742 50	65,366 32
45 Nipissing	6,709 86	2,649 10	13,694 62	8,009 67	31,063 25
46 Parry Sound	12,535 15	11,589 79	27,613 86	24,489 74	76,228 54
47 Rainy River	3,618 32	4,064 97	9,296 15	11,089 96	28,069 40
48 Sudbury	9,210 95	3,274 32	20,384 22	13,033 12	45,902 61
49 Timiskaming	7,374 18	9,343 00	13,945 54	13,768 84	44,431 56
50 Thunder Bay, etc	6,397 58	2,119 21	22,750 45	15,020 54	46,287 78
Totals	571,942 68	1,563,810 75	1,453,003 30	2,368,273 24	5,957,029 97

SCHOOLS—Continued

STATEMENT

	Expenditure					Balances
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	42,374 77	47,501 92	1,136 43	13,805 71	104,818 83	34,835 76
2	89,378 75	7,425 88	2,946 97	22,604 78	122,356 38	65,714 31
3	61,209 50	12,792 54	937 28	15,161 03	90,100 35	29,532 14
4	47,705 63	1,865 29	244 96	10,692 31	60,508 19	26,633 60
5	45,173 72	3,034 48	609 01	8,130 34	56,947 55	13,850 38
6	61,117 00	21,175 19	2,658 66	19,520 70	104,471 55	51,397 97
7	64,819 48	13,524 62	621 14	17,323 53	96,288 77	41,031 94
8	54,351 07	4,322 80	608 07	11,675 64	70,957 58	31,677 46
9	34,462 55	7,565 61	628 69	5,127 41	47,784 26	11,750 26
10	116,302 75	20,800 69	1,619 50	31,225 80	169,948 74	60,776 35
11	40,013 15	2,905 42	440 59	9,179 90	52,539 06	36,297 82
12	19,214 76	3,969 23	258 51	3,647 90	27,090 40	8,516 37
13	30,715 51	3,986 60	451 72	5,859 81	41,013 64	25,430 67
14	89,587 01	19,156 04	1,601 90	19,169 75	129,514 70	65,948 78
15	102,336 47	20,854 74	2,974 77	38,459 72	164,625 70	52,949 23
16	76,346 23	15,040 20	1,027 36	20,328 28	112,742 07	77,966 38
17	91,841 22	12,895 46	1,398 46	23,334 17	129,469 31	48,103 50
18	48,698 99	2,419 40	951 20	9,008 47	61,078 06	22,797 70
19	98,941 27	24,298 74	1,023 13	18,226 53	142,489 67	55,905 08
20	44,437 50	13,739 48	445 70	11,869 45	70,492 13	26,386 03
21	37,991 34	15,658 75	1,184 56	27,780 62	82,615 27	36,905 01
22	109,045 35	18,511 33	2,422 90	26,778 21	156,757 79	75,883 87
23	52,986 42	10,072 81	786 65	10,733 93	74,579 81	53,502 91
24	104,974 36	8,230 73	1,750 30	20,268 59	135,223 98	55,059 96
25	64,970 24	17,208 72	1,307 94	17,491 83	100,978 73	30,779 75
26	68,706 70	26,150 48	2,631 17	23,921 62	121,409 97	75,205 81
27	44,060 48	2,808 42	299 33	13,664 35	60,832 58	26,272 62
28	64,679 14	7,361 67	2,042 40	17,730 51	91,813 72	39,774 88
29	46,267 42	4,504 73	823 52	7,274 65	58,870 32	24,483 36
30	39,849 93	3,775 98	250 89	8,151 27	52,028 07	18,356 65
31	34,019 67	2,332 26	235 19	6,227 40	42,814 52	18,810 09
32	62,755 57	7,223 15	1,595 89	15,552 60	87,127 21	36,092 98
33	115,413 93	12,993 00	1,269 12	30,686 77	160,362 82	80,695 61
34	37,598 10	2,968 52	644 63	9,092 31	50,303 56	9,304 26
35	55,475 08	11,003 72	844 82	12,737 24	80,060 86	24,183 92
36	55,724 41	6,519 02	853 74	14,322 47	77,419 64	67,035 06
37	44,560 44	10,600 83	731 79	9,170 25	65,063 31	35,881 06
38	80,427 90	5,796 94	1,284 72	20,238 96	107,748 52	65,216 38
39	50,425 75	15,247 54	1,786 40	13,100 68	80,560 37	52,974 87
40	112,429 86	53,621 87	2,092 12	37,789 10	205,932 95	108,661 16
41	29,566 66	5,102 52	593 24	9,178 42	44,440 84	10,155 51
42	5,579 69	367 41	237 37	1,714 64	7,899 11	1,174 68
43	49,836 92	7,777 62	845 76	10,586 71	69,047 01	16,640 48
44	37,222 73	5,828 71	458 78	9,009 58	52,519 80	12,846 52
45	18,443 48	3,755 89	368 04	4,879 24	27,446 65	3,616 60
46	44,679 74	4,947 24	900 83	11,441 94	61,969 75	14,258 79
47	14,465 65	6,239 41	226 00	3,345 58	24,276 64	3,792 76
48	25,290 20	5,134 19	776 22	5,893 25	37,093 86	8,808 75
49	22,496 24	6,049 61	572 09	11,305 99	40,423 93	4,007 63
50	19,219 17	12,528 99	833 74	7,238 20	39,820 10	6,467 68
	2,808,189 90	559,596 39	53,234 20	731,658 14	4,152,678 63	1,804,351 34

THE PUBLIC

V. TABLE E—FINANCIAL

Cities	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
1 Belleville	1,278 00	27,930 27	76,812 88	106,021 15
2 Berlin	1,714 22	70,668 07	1,093 42	73,475 71
3 Brantford	3,472 53	101,034 59	6,929 19	111,436 31
4 Chatham	2,149 80	39,818 62	2,255 85	44,224 27
5 Fort William	3,261 77	84,673 52	1,791 51	89,726 80
6 Guelph	3,926 22	56,364 01	224 03	60,514 26
7 Hamilton	13,860 86	400,662 24	99,781 02	514,304 12
8 Kingston	3,534 81	74,803 55	4,191 04	82,529 40
9 London	10,441 42	191,341 63	39,253 75	241,036 80
10 Niagara Falls	1,034 00	36,000 00	101 36	37,135 36
11 Ottawa	9,782 60	314,047 91	20,306 19	344,136 70
12 Peterborough	5,355 81	57,200 00	41,246 58	103,802 39
13 Port Arthur	1,209 86	76,900 00	10,548 20	88,658 06
14 St. Catharines	1,524 48	33,752 59	24,716 68	59,993 75
15 St. Thomas	2,381 00	46,500 00	5,997 10	54,878 10
16 Sault Ste. Marie	1,779 50	29,669 93	60,258 08	91,707 51
17 Stratford	4,521 09	58,200 00	599 82	63,320 91
18 Toronto	57,908 75	2,574,672 12	381,737 55	3,014,318 42
19 Windsor	1,763 50	119,952 59	1,974 52	123,690 61
20 Woodstock	1,438 00	27,000 00	1,712 01	30,150 01
Totals	132,338 22	4,421,191 64	781,530 78	5,335,060 64
Towns				
1 Alexandria	35 00	1,543 99	852 48	2,431 47
2 Alliston	176 00	2,759 00	1,015 86	3,950 86
3 Almonte	260 50	4,117 05	818 40	5,195 95
4 Amherstburg	271 00	3,700 00	359 00	4,330 00
5 Arnprior	352 50	6,468 87	1,190 73	8,012 10
6 Aurora	253 00	3,600 00	149 36	4,002 36
7 Aylmer	333 00	6,445 00	131 18	6,909 18
8 Barrie	747 43	16,667 70	295 93	17,711 06
9 Blenheim	185 00	3,975 00	943 06	5,103 06
10 Blind River	295 40	2,332 21	6 72	2,634 33
11 Bonfield	237 00	287 88	258 99	783 87
12 Bothwell	82 00	968 16	127 26	1,177 42
13 Bowmanville	347 50	6,350 00	432 38	7,129 88
14 Bracebridge	743 50	7,600 76	530 57	8,874 83
15 Brampton	431 00	7,500 10	554 68	8,485 78
16 Brockville	1,867 75	19,500 00	61 59	21,429 34
17 Bruce Mines	336 75	1,435 57	154 95	1,927 27
18 Cache Bay	303 38	1,900 00	505 90	2,709 28
19 Campbellford	398 50	6,988 00	259 47	7,645 97
20 Carleton Place	480 50	6,876 00	412 79	7,769 29
21 Chesley	203 25	3,835 20	938 62	4,977 07
22 Clinton	853 00	5,201 17	413 82	6,467 99
23 Cobalt	782 00	12,746 00	4,484 39	18,012 39
24 Cobourg	555 79	8,200 00	529 98	9,285 77
25 Cochrane	441 25	4,373 00	1,169 62	5,983 87
26 Collingwood	900 75	16,273 00	20,900 95	38,074 70
27 Copper Cliff	595 50	12,484 95	6,617 65	19,698 10
28 Cornwall	990 00	9,558 06	1,294 41	11,842 47
29 Deseronto	280 25	5,591 80	23 11	5,895 16
30 Dresden	215 50	4,743 02	572 13	5,530 65
31 Dryden	373 50	2,342 00	824 93	3,540 43

SCHOOLS—Continued

STATEMENT—Continued

	Expenditure					
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, other equipment, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	15,407 82	79,214 19	1,474 62	7,091 60	103,188 23	2,832 92
2	31,870 00	30,585 46	1,569 33	7,687 06	71,711 85	1,763 86
3	43,376 33	45,034 59	2,936 99	19,243 89	110,591 80	844 51
4	20,887 00	15,684 86	1,069 13	6,583 28	44,224 27	.....
5	39,208 14	31,291 12	3,330 20	14,912 61	88,742 07	984 73
6	27,322 84	18,201 04	279 32	14,711 06	60,514 26	.....
7	170,732 05	215,611 24	10,093 17	62,501 54	458,938 00	55,366 12
8	34,514 54	33,488 05	553 59	13,973 22	82,529 40	.....
9	123,487 00	60,282 25	4,016 58	52,937 24	240,723 07	313 73
10	16,006 00	11,905 22	392 29	8,445 88	36,749 39	385 97
11	181,049 15	63,204 95	20,262 02	70,661 95	335,178 07	8,958 63
12	39,443 56	51,062 96	3,886 96	9,408 91	103,802 39	.....
13	25,570 53	51,331 87	2,748 73	9,006 93	88,658 06	.....
14	20,467 53	25,477 38	433 38	10,060 53	56,438 82	3,554 93
15	34,368 32	4,237 42	2,863 84	13,408 52	54,878 10	.....
16	21,493 05	54,983 96	1,109 22	8,951 21	86,537 44	5,170 07
17	26,472 87	23,011 63	1,404 39	10,651 29	61,540 18	1,780 73
18	975,721 26	774,035 01	20,635 24	515,476 60	2,285,868 11	728,450 31
19	36,841 67	42,748 52	501 25	12.662 14	92,753 58	30,937 03
20	16,325 25	4,895 87	2,052 54	6,876 35	30,150 01	.....
	1,900,564 91	1,636,287 59	81,612 79	875,251 81	4,493,717 10	841,343 54
1	970 00	249 73	.....	344 34	1,564 07	867 40
2	2,460 00	188 70	.....	980 95	3,629 65	321 21
3	3,632 59	.....	.....	1,396 41	5,029 00	166 95
4	2,845 00	256 73	.....	1,055 35	4,157 08	172 92
5	5,860 00	95 74	59 95	1,431 62	7,447 31	564 79
6	3,309 00	.....	12 25	649 78	3,971 03	31 33
7	5,210 00	.....	.....	1,385 98	6,595 98	313 20
8	12,866 63	220 80	601 13	3,874 68	17,563 24	147 82
9	3,032 50	425 02	.....	1,410 37	4,867 89	235 17
10	1,500 00	132 23	124 35	877 75	2,634 33	.....
11	600 00	.....	.....	87 50	687 50	96 37
12	930 62	.....	72 00	160 15	1,162 77	14 65
13	4,804 24	123 08	148 95	2,053 61	7,129 88	.....
14	5,813 50	408 48	207 63	2,431 86	8,861 47	13 36
15	5,788 26	.....	.....	2,413 02	8,201 28	284 50
16	15,023 99	420 00	260 04	5,447 74	21,151 77	277 57
17	1,410 00	80 00	40 00	328 91	1,858 91	68 36
18	1,374 50	238 93	7 70	706 01	2,327 14	382 14
19	5,654 61	458 00	151 59	1,357 91	7,622 11	23 86
20	5,664 24	61 27	2 70	1,998 21	7,726 42	42 87
21	3,750 00	100 00	22 50	1,056 03	4,928 53	48 54
22	4,807 00	277 64	120 15	1,263 20	6,467 99	.....
23	10,399 55	1,372 41	897 77	4,314 45	16,984 18	1,028 21
24	6,504 25	.....	150 30	1,818 13	8,472 68	813 09
25	1,768 13	3,208 05	.....	210 00	5,186 18	797 69
26	14,402 43	16,359 42	211 93	7,100 92	38,074 70	.....
27	4,641 46	5,013 20	.....	1,825 02	11,479 68	8,218 42
28	9,337 06	.....	.....	2,505 41	11,842 47	.....
29	4,932 70	240 39	35 51	572 78	5,781 38	113 78
30	2,880 67	878 42	21 00	1,458 26	5,238 35	292 30
31	2,228 75	611 05	32 98	603 83	3,476 61	63 82

THE PUBLIC

V. TABLE E—FINANCIAL

Towns—Continued	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
32 Dundas	528 00	8,100 00	601 79	9,229 79
33 Dunnville	386 00	6,048 57	11 10	6,445 67
34 Durham	500 00	2,994 26	1,237 18	4,731 44
35 Englehart	829 50	2,824 87	411 44	4,065 81
36 Essex	203 50	4,326 84	609 69	5,140 03
37 Forest	204 00	8,300 00	2,122 65	10,626 65
38 Fort Frances	393 50	3,584 65	933 26	4,911 41
39 Galt	1,317 85	25,000 00	122 05	26,439 90
40 Gananoque	485 75	10,108 57	75 99	10,670 31
41 Goderich	624 75	10,416 07	95	11,041 77
42 Gore Bay	784 85	1,971 98	262 81	3,019 64
43 Gravenhurst	602 50	5,018 00	188 21	5,808 71
44 Haileybury	662 00	8,696 00	552 64	9,110 64
45 Hanover	319 50	6,320 54	1,063 13	7,703 17
46 Harriston	213 50	2,869 92	763 13	3,846 55
47 Hawkesbury	79 50	3,991 38	3,421 75	7,492 63
48 Hespeler	626 71	7,552 25	1,087 18	9,266 14
49 Huntsville	601 50	4,393 66	1,042 57	6,037 73
50 Ingersoll	1,035 68	10,525 36	845 82	12,406 86
51 Kearney	247 50	682 02	335 07	1,264 59
52 Keewatin	477 75	5,736 16	93 00	6,306 91
53 Kenora	1,054 50	16,500 00	325 68	17,880 18
54 Kincardine	332 50	5,141 05	431 69	5,905 24
55 Kingsville	469 39	5,069 74	283 24	5,822 37
56 Latchford	316 12	2,366 78	216 09	2,898 99
57 Leamington	337 50	6,371 11	2 99	6,711 60
58 Lindsay	804 00	16,266 01	7,810 49	24,880 50
59 Listowel	354 93	5,041 00	19 00	5,414 93
60 Little Current	389 25	2,333 60	397 79	3,120 64
61 Massey	353 75	2,589 41	203 17	3,146 33
62 Matheson	236 50	1,988 60	280 43	2,505 53
63 Mattawa	230 00	1,000 00	536 77	1,766 77
64 Meaford	408 00	8,200 00	1 75	8,609 75
65 Midland	649 00	25,457 38	2,522 63	28,629 01
66 Milton	201 50	3,200 01	973 42	4,374 93
67 Mitchell	287 00	4,198 00	185 20	4,670 20
68 Mount Forest	247 00	3,900 00	536 81	4,683 81
69 Napanee	905 00	8,350 00	68 76	9,323 76
70 New Liskeard	583 00	7,145 64	348 67	8,077 31
71 Newmarket	404 50	6,000 00	757 56	7,162 06
72 Niagara	206 50	2,751 28	393 29	3,351 07
73 North Bay	3,375 60	23,006 44	34,775 54	61,157 58
74 Oakville	284 50	5,050 71	776 55	6,111 76
75 Orangeville	410 00	7,136 42	581 70	8,128 12
76 Orillia	1,218 50	18,200 00	15,105 74	34,524 24
77 Oshawa	785 25	14,388 00	840 73	16,013 98
78 Owen Sound	1,711 78	53,877 75	606 02	56,195 55
79 Palmerston	246 50	4,259 23	90 79	4,596 52
80 Paris	512 89	8,889 00	649 24	10,051 13
81 Parkhill	152 50	2,317 00	180 16	2,649 66
82 Parry Sound	869 50	14,263 24	1,757 40	16,890 14
83 Pembroke	464 00	10,499 13	1,236 73	12,199 86
84*Penetanguishene	450 00	8,750 18	4,022 31	13,222 49
85 Perth	811 50	6,680 18	78 09	7,569 77

* Including Protestant Separate School.

SCHOOLS—Continued

STATEMENT—Continued

	Expenditure					
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, other equipment, prizes and school books	Rent and repairs, fuel, and other expenses	Total expenditure for all Public School purposes	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
32	6,246 15	632 33	37 50	2,182 78	9,098 76	131 03
33	5,095 00	384 47	50 00	803 14	6,332 61	113 06
34	2,891 50	30 10	106 70	1,703 14	4,731 44	.....
35	1,827 91	656 37	101 62	1,479 91	4,065 81	.....
36	3,384 25	.....	10 25	911 35	4,305 85	834 18
37	2,808 00	6,162 37	134 75	1,074 58	10,179 70	446 95
38	2,405 48	80 50	.....	907 90	3,393 88	1,517 53
39	19,752 33	210 10	.....	5,445 03	25,407 46	1,032 44
40	7,450 85	323 75	63 71	2,252 73	10,091 04	579 27
41	7,896 52	544 60	178 54	2,422 11	11,041 77	.....
42	2,170 50	.....	.....	496 15	2,666 65	352 99
43	3,985 91	484 35	.....	1,268 44	5,738 70	70 01
44	7,210 00	31 77	.....	2,548 60	9,790 37	120 27
45	3,981 55	.....	.....	2,630 51	6,612 06	1,091 11
46	3,011 00	276 40	32 32	526 83	3,846 55	.....
47	1,842 41	.....	23 12	241 46	2,106 99	5,385 64
48	6,177 16	327 96	143 75	1,665 04	8,313 91	952 23
49	4,045 60	78 56	5 45	1,437 28	5,566 29	471 44
50	7,940 00	.....	716 38	3,731 31	12,387 69	19 17
51	615 00	70 27	46 95	175 88	908 10	356 49
52	3,628 65	730 06	131 57	1,436 30	5,926 58	380 33
53	12,355 65	450 00	125 76	4,628 32	17,559 73	320 45
54	4,147 50	21 43	.....	1,009 82	5,178 75	726 49
55	4,155 00	336 56	79 85	1,250 96	5,822 37	.....
56	1,673 68	46 73	.....	1,077 11	2,797 52	101 47
57	5,115 00	325 68	.....	1,270 92	6,711 60	.....
58	12,777 00	2,469 30	254 65	8,836 17	24,337 12	543 38
59	3,828 66	.....	57 65	1,336 30	5,222 61	192 32
60	2,445 00	113 89	.....	351 95	2,910 84	209 80
61	2,598 80	.....	.....	468 00	3,066 80	79 53
62	795 75	854 53	123 58	731 67	2,505 53	.....
63	649 21	292 61	.....	165 80	1,107 62	659 15
64	5,728 42	641 37	94 00	1,729 54	8,193 33	416 42
65	13,227 70	8,187 70	1,096 53	4,581 67	27,093 60	1,535 41
66	2,735 00	5 00	49 35	1,585 58	4,374 93	.....
67	3,797 40	7 00	93 75	769 31	4,667 46	2 74
68	3,267 50	148 27	164 43	999 29	4,579 49	104 32
69	6,530 05	618 28	.....	2,094 70	9,243 03	80 73
70	5,392 60	253 93	25	1,243 74	6,890 52	1,186 79
71	5,173 75	.....	75 07	1,418 72	6,667 54	494 52
72	2,565 00	.....	87 00	633 92	3,285 92	65 15
73	13,552 91	34,308 75	306 98	10,419 74	58,588 38	2,569 20
74	3,820 00	748 84	75 50	1,460 97	6,105 31	6 45
75	6,006 38	.....	35 50	1,591 99	7,633 87	494 25
76	14,441 37	2,108 55	211 44	4,789 06	21,550 42	12,973 82
77	11,210 55	194 10	59 09	3,030 50	14,494 24	1,519 74
78	25,780 25	22,232 71	.....	8,182 59	56,195 55	.....
79	2,590 53	955 88	85 64	935 26	4,567 31	29 21
80	6,461 60	.....	644 01	2,395 41	9,501 02	550 11
81	2,210 00	.....	.....	416 39	2,626 39	23 27
82	8,293 75	4,796 57	100 99	2,926 52	16,117 83	772 31
83	8,738 53	297 53	92 55	3,071 25	12,199 86	.....
84	6,535 98	445 00	215 41	5,297 57	12,493 96	728 53
85	5,804 00	57 67	.....	1,657 30	7,518 97	50 80

THE PUBLIC

V. TABLE E—FINANCIAL

Towns—Concluded	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
86 Petrolea	510 00	10,500 00	549 07	11,559 07
87 Picton	423 75	7,500 00	1,844,98	9,768 73
88 Port Hope	639 00	32,380 75	51 50	33,071 25
89 Powassan	352 50	1,400 00	753 24	2,505 74
90 Prescott	290 50	6,150 00	97 59	6,538 09
91 Preston	450 74	8,800 00	14,886 75	24,137 49
92 Rainy River	906 70	4,325 00	98 74	5,330 44
93 Renfrew	1,044 50	8,067 35	236 96	9,348 81
94 Ridgetown	265 00	4,350 00	44 39	4,659 39
95 Rockland	33 00	1,211 34	271 43	1,515 77
96 St. Mary's	50 00	6,810 32	931 95	7,792 27
97 Sandwich	115 00	4,621 12	3,402 73	8,138 85
98 Sarnia	1,172 50	22,362 21	1,842 62	25,377 33
99 Seaforth	235 00	4,984 17	209 74	5,428 91
100 Simcoe	467 63	6,127 49	1,449 19	8,044 31
101 Sioux Lookout	345 50	265 00	1,200 00	1,810 50
102 Smith's Falls	1,186 50	13,261 57	2,515 55	16,963 62
103 Southampton	219 50	4,738 86	12 46	4,970 82
104 Stayner	105 50	2,785 25	3,659 96	6,550 71
105 Steelton	691 00	9,762 00	228 98	10,681 98
106 Strathroy	422 50	5,500 00	242 71	6,165 21
107 Sturgeon Falls	369 50	3,190 77	664 73	4,225 00
108 Sudbury	617 50	14,868 78	7,224 20	22,710 48
109 Thessalon	491 50	4,746 24	243 39	5,481 13
110 Thornbury	100 50	2,105 49	12 85	2,218 84
111 Thorold	203 50	4,100 00	300 93	4,604 43
112 Tilbury	87 50	1,332 51	848 82	2,268 83
113 Tillsonburg	425 11	6,900 00	227 06	7,552 17
114 Trenton	407 00	8,014 44	1,361 20	9,782 64
115 Uxbridge	224 50	17,200 00	634 35	18,058 85
116 Vankleek Hill	160 00	2,300 00	2,350 82	4,810 82
117 Walkerton	292 00	4,781 04	77 44	5,150 48
118 Walkerville	446 04	13,000 00	145 24	13,591 28
119 Wallaceburg	342 00	8,000 00	1,007 95	9,349 95
120 Waterloo	529 99	14,006 47	1,366 24	15,902 70
121 Webbwood	349 25	2,289 52	50 22	2,688 99
122 Welland	692 76	16,000 00	24,585 16	41,277 92
123 Whitby	258 00	4,550 00	684 03	5,492 03
124 Wiarton	270 50	5,365 13	530 75	6,166 38
125 Wingham	319 50	4,983 89	816 91	6,120 30
Totals	62,026 77	950,648 19	217,271 58	1,229,946 54
Totals				
1 Rural Schools	571,942 68	3,016,814 05	2,368,273 24	5,957,029 97
2 Cities	132,338 22	4,421,191 64	781,530 78	5,335,060 64
3 Towns	62,026 77	950,648 19	217,271 58	1,229,946 54
4 Villages	24,125 11	332,977 85	192,097 33	549,200 29
5 Grand Totals, 1912	790,432 78	8,721,631 73	3,559,172 93	13,071,237 44
6 Grand Totals, 1911	833,288 18	7,147,867 80	3,486,190 67	11,467,346 65
7 Increases	.....	1,573,763,93	72,982 26	1,603,890 79
8 Decrease	42,855 40	.....	.....	.....
9 Percentages	6.04	66.72	27.23	.....

Cost per pupil, enrolled attendance: Rural Schools, $19.70; Cities, $41.79;

SCHOOLS—Concluded
STATEMENT—Concluded

	Expenditure					Balances
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, other equipment, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
86	8,143 86	843 06	148 05	2,291 44	11,426 41	132 66
87	6,396 34	74 60	.....	2,347 72	8,818 66	950 07
88	7,755 50	23,282 70	.....	2,033 05	33,071 25	.....
89	1,700 00	.....	.....	422 98	2,122 98	382 76
90	4,147 66	.....	125 00	2,207 49	6,480 15	57 94
91	6,794 00	15,057 14	25 00	1,769 67	23,645 81	491 68
92	3,767 75	26 61	11 00	1,525 08	5,330 44	.....
93	6,376 75	208 35	5 00	2,758 71	9,348 81	.....
94	3,660 00	.....	32 15	837 76	4,529 91	129 48
95	1,034 91	.....	.....	179 56	1,214 47	301 30
96	5,731 45	73 18	86 50	1,901 14	7,792 27	.....
97	2,054 15	64 00	.....	2,046 96	4,165 11	3,973 74
98	18,487 78	.....	494 73	6,394 82	25,377 33	.....
99	3,808 25	.....	.....	1,620 66	5,428 91	.....
100	6,428 00	239 17	.....	1,377 14	8,044 31	.....
101	650 00	920 00	45 00	165 50	1,780 50	30 00
102	12,844 63	.....	.....	4,118 99	16,963 62	.....
103	3,563 56	548 20	2 88	848 98	4,963 62	7 20
104	1,832 50	.....	.....	490 42	2,322 92	4,227 79
105	7,108 18	1,245 78	.....	2,328 02	10,681 98	.....
106	4,800 00	.....	183 74	1,064 60	6,048 34	116 87
107	2,205 62	.....	.....	1,929 43	4,135 05	89 95
108	5,904 50	295 50	113 00	1,859 30	8,172 30	14,538 18
109	3,767 70	71 49	.....	1,641 94	5,481 13	.....
110	1,648 33	84 76	.....	484 68	2,217 77	1 07
111	3,610 75	102 09	39 96	825 35	4,578 15	26 28
112	1,450 00	150 00	50 00	258 54	1,908 54	360 29
113	4,903 75	.....	.....	2,338 80	7,242 55	309 62
114	5,862 42	.....	.....	2,363 41	8,225 83	1,556 81
115	3,500 00	356 99	100 00	13,618 39	17,575 38	483 47
116	2,040 00	.....	29 63	455 70	2,525 33	2,285 49
117	3,897 50	218 00	163 66	858 37	5,137 53	12 95
118	8,430 95	132 11	47 52	3,218 82	11,829 40	1,761 88
119	5,815 00	175 00	403 44	2,368 37	8,761 81	588 14
120	9,234 72	370 00	133 50	4,850 32	14,588 54	1,314 16
121	1,808 96	216 32	23 68	628 26	2,677 22	11 77
122	10,204 31	15,038 65	1,019 46	3,861 61	30,124 03	11,153 89
123	4,160 75	.....	55 05	1,276 23	5,492 03	.....
124	4,737 50	1 50	66 75	1,333 76	6,139 51	26 87
125	3,828 00	900 74	.....	971 48	5,700 22	420 08
	677,267 40	184,057 07	12,496 72	254,692 14	1,128,513 33	101,433 21
1	2,808,189 90	559,596 39	53,234 20	731,658 14	4,152,678 63	1,804,351 34
2	1,900,564 91	1,636,287,59	81,612 79	875,251 81	4,493,717 10	841,343 54
3	677,267 40	184,057 07	12,496 72	254,692 14	1,128,513 33	101,433 21
4	266,725 10	89,826 39	5,203 80	94,071 92	455,827 21	93,373 08
5	5,652,747 31	2,469,767 44	152,547 51	1,955,674 01	10,230,736 27	2,840,501 17
6	5,196,562 79	1,995,855 91	126,723 59	1,687,252 14	9,006,394 43	2,460,952 22
7	456,184 52	473,911 53	25,823 92	268,421 87	1,224,341 84	379,548 95
8	.....	.....	.....	.....	.....	.....
9	55.25	24.14	1.49	19.11	.....	.....

Towns, $18.23; Villages, $17.81; Province, $25.21.

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Rural Schools	Number of Schools	Receipts			
		Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received
		$ c.	$ c.	$ c.	$ c.
1 Bruce	9	1,115 00	7,376 68	4,704 52	13,196 20
2 Carleton	17	837 63	8,233 28	2,965 73	12,036 64
3 Essex	27	2,304 13	17,779 33	7,028 21	27,111 67
4 Frontenac	11	1,412 64	4,255 58	1,385 89	7,054 11
5 Grey	7	489 00	3,496 91	1,296 23	5,282 14
6 Hastings	7	452 05	3,113 08	1,047 84	4,612 97
7 Huron	9	886 00	6,181 45	1,943 13	9,010 58
8 Kent	7	588 00	4,390 17	5,579 89	10,558 06
9 Lambton	1	118 87	685 60	548 83	1,353 30
10 Lanark	3	143 51	1,257 49	815 52	2,216 52
11 Leeds and Grenville	2	114 57	518 43	104 98	737 98
12 Lennox and Addington	2	241 50	649 22	521 14	1,411 86
13 Middlesex	5	390 00	2,576 22	1,142 67	4,108 89
14 Norfolk	1	137 00	864 72	529 99	1,531 71
15 Northumberland & Durham	6	466 95	2,456 25	602 52	3,525 72
16 Ontario	1	137 00	206 04	1,091,57	1,434 61
17 Peel	1	77 00	503 90	91 12	672 02
18 Perth	6	725 50	4,373 96	2,541 91	7,641 37
19 Peterborough	2	42 00	1,154 44	2,684 25	3,880 69
20 Prescott and Russell	90	4,221 26	48,263 15	39,232 60	91,717 01
21 Renfrew	11	1,491 47	4,023 96	2,593 97	8,109 40
22 Simcoe	3	274 00	2,968 31	250 86	3,493 17
23 Stormont, Dundas and Glengarry	15	766 65	7,967 38	8,383 57	17,117 60
24 Victoria	2	234 00	1,193 68	48 90	1,476 58
25 Waterloo	7	591 03	5,239 95	5,040 16	10,871 14
26 Wellington	6	495 60	2,987 33	1,363 22	4,846 15
27 Districts	51	5,336 98	19,982 01	18,882 68	44,201 67
Totals	309	24,089 34	162,698 52	112,421 90	299,209 76
Cities					
1 Belleville	1	180 00	3,606 03	1,450 41	5,236 44
2 Berlin	1	376 00	10,545 60	1,082 88	12,004 48
3 Brantford	2	257 00	4,275 27	3,160 54	7,692 81
4 Chatham	1	206 00	5,069 03	3,866 91	9,141 94
5 Fort William	3	884 19	11,869 38	24,671 20	37,424 77
6 Guelph	3	397 28	8,475 07	9,620 90	18,493 25
7 Hamilton	10	1,165 00	23,519 57	14,326 27	39,010 84
8 Kingston	3	414 00	7,968 21	4,593 71	12,975 92
9 London	8	694 00	14,831 57	700 29	16,225 86
10 Niagara Falls	1	116 00	1,229 28	465 75	1,811 03
11 Ottawa	34	4,680 00	155,461 63	2,971 67	163,113 30
12 Peterborough	3	584 00	9,457 85	1,248 76	11,290 61
13 Port Arthur	1	535 19	7,262 25	7,360 46	15,157 90
14 St. Catharines	3	259 50	4,934,53	6,629 02	11,823 05
15 St. Thomas	1	188 00	4,906 02	305 27	5,399 29
16 Sault Ste. Marie	2	310 14	6,016 68	3,649 40	9,976 22
17 Stratford	1	355 00	5,484 01	328 12	6,167 13
18 Toronto	27	4,348 50	118,150 00	43,113 97	165,612 47
19 Windsor	4	658 00	15,319 30	6,689 12	22,666 42
20 Woodstock	1	99 00	1,310 98	136 94	1,546 92
Totals	110	16,706 80	419,692 26	136,371 59	572,770 65

SEPARATE SCHOOLS

STATEMENT, ETC.

	Expenditure					Balances
	Teachers' Salaries	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	6,589 25	418 18	117 84	2,286 61	9,411 88	3,784 32
2	7,546 20	1,311,19	83 97	1,180 81	10,122 17	1,914 47
3	15,230 44	3,808 47	148 81	3,765 65	22,953 37	4,158 30
4	4,574 26	416 51	53 28	1,109 27	6,153 32	900 79
5	3,113 73	208 15	30 75	720 84	4,073 47	1,208 67
6	2,802 31	202 47	49 30	648 81	3,702 89	910 08
7	4,913 27	1,178 47	240 62	1,046 85	7,379 21	1,631 37
8	3,927 12	3,719 66	14 13	1,584 78	9,245 69	1,312 37
9	528 35	129 22	71 47	118 16	847 20	506 10
10	1,021 30	537 57	16 87	248 46	1,824 20	392 32
11	550 92	11 65	.....	104 35	666 92	71 06
12	810 70	4 75	12 87	383 69	1,212 01	199 85
13	2,316 55	185 34	19 01	577 15	3,098 05	1,010 84
14	600 00	342 50	17 80	219 14	1,179 44	352 27
15	2,584 50	382 98	8 80	317 54	3,293 82	231 90
16	600 00	208 80	.....	180 01	988 81	445 80
17	415 80	130 31	10 28	38 92	595 31	76 71
18	3,766 64	464 18	72 88	1,841 89	6,145 59	1,495 78
19	660 00	2,789 17	25 40	41 34	3,515 91	364 78
20	40,030 92	17,614 73	1,227 06	8,559 01	67,431 72	24,285 29
21	4,920 75	451 58	430 13	574 21	6,376 67	1,732 73
22	1,870 96	1,150 68	3 00	329 62	3,354 26	138 91
23	7,663 42	4,585 36	78 83	1,722 25	14,049 86	3,067 74
24	1,122 00	2 30	63 00	128 30	1,315 60	160 98
25	4,572 85	1,101,28	15 10	1,125 62	6,814 85	4,056 29
26	2,863 72	81 70	87 11	670 82	3,703 35	1,142 80
27	18,841 41	15,134 10	306 81	5,501 39	39,783 71	4,417 96
	144,437 37	56,571 30	3,205 12	35,025 49	239,239 28	59,970 48
1	1,400 00	1,542 68	.....	1,740 10	4,682 78	553 66
2	4,400 00	3,523 81	227 09	1,489 24	9,640 14	2,364 34
3	2,351 84	2,596 23	542 28	757 94	6,248 29	1,444 52
4	2,499 96	839 44	84 00	925 96	4,349 36	4,792 58
5	9,870 65	17,008 30	100 00	10,445 82	37,424 77	.....
6	3,142 60	9,625 60	351 45	2,213 33	15,332 98	3,160 27
7	8,550 00	8,012 45	1,803 32	4,800 00	23,165 77	15,845 07
8	5,812 75	4,952 19	311 48	1,899 50	12,975 92	.....
9	7,075 00	3,442 31	965 18	3,082 44	14,564 93	1,660 93
10	1,050 00	250 00	.....	437 00	1,737 00	74 03
11	84,247 26	6,731 81	1,087 78	71,046 45	163,113 30	.....
12	6,329 66	73 37	1,165 96	2,368 92	9,937 91	1,352 70
13	5,690 00	6,456 12	55 55	2,603 45	14,805 12	352 78
14	2,475 00	2,415 12	86 87	5,652 44	10,629 43	1,193 62
15	1,437 50	1,915 96	190 00	924 42	4,467 88	931 41
16	2,920 00	3,997 11	194 69	1,573 96	8,685 76	1,290 46
17	2,475 04	614 01	31 10	2,635 82	5,755 97	411 16
18	42,125 20	69,124 21	969 64	53,393 42	165,612 47	.....
19	5,410 00	8,440 50	261 90	5,313 03	19,425 43	3,240 99
20	980 00	203 72	20 00	292 98	1,496 70	50 22
	200,242 46	151,764 94	8,448 29	173,596 22	534,051 91	38,718 74

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Towns	Number of Schools	Receipts			
		Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received
		$ c.	$ c.	$ c.	$ c.
1 Alexandria	2	196 00	3,527 09	1,843 03	5,566 12
2 Almonte	1	92 00	1,017 45	976 00	2,085 45
3 Amherstburg	2	149 75	4,130 85	3,102 70	7,383 30
4 Arnprior	2	199 50	4,272 10	821 05	5,292 65
5 Barrie	1	91 00	2,335 99	34 25	2,461 24
6 Blind River	1	298 19	2,900 00	1,730 46	4,928 65
7 Bonfield	1	148 19	1,224 22	907 38	2,279 79
8 Brockville	1	204 75	3,560 29	194 19	3,959 23
9 Cache Bay	1	120 19	1,060 00	118 13	1,298 32
10 Chelmsford	1	344 44	1,830 00	22 54	2,196 98
11 Cobalt	1	334 69	11,367 93	1,407 98	13,110 60
12 Cobourg	1	153 00	1,600 00	330 93	2,083 93
13 Cochrane	1	.....	500 00	5,821 00	6,321 00
14 Collingwood	1	83 00	1,857 39	6 87	1,947 26
15 Cornwall	3	423 00	6,463 48	2,308 40	9,194 88
16 Dundas	1	57 00	1,118 39	540 55	1,715 94
17 Fort Frances	1	165 19	355 88	14,175 72	14,696 79
18 Galt	1	51 00	1,129 38	401 77	1,582 15
19 Goderich	1	64 00	779 14	29 70	872 84
20 Haileybury	1	306 19	4,835 63	12,033 54	17,175 36
21 Hanover	1	.....	498 84	270 00	768 84
22 Hawkesbury	2	369 00	4,645 30	948 29	5,962 59
23 Ingersoll	1	74 00	1,033 95	86 20	1,194 15
24 Kearney	1	123 19	711 15	489 35	1,323 69
25 Keewatin	1	160 69	699 72	135 71	996 12
26 Kenora	2	180 19	3,121 60	904 19	4,205 98
27 Lindsay	2	234 00	4,293 97	379 18	4,907 15
28 Massey	1	137 19	1,698 89	218 94	2,055 02
29 Mattawa	1	878 59	6,300 00	237 64	7,416 23
30 Mount Forest	1	53 00	800 66	347 85	1,201 51
31 New Liskeard	1	99 19	520 00	413 75	1,032 94
32 Newmarket	1	49 00	658 32	368 69	1,076 01
33 North Bay	3	642 19	9,302 56	419 02	10,363 77
34 Oakville	1	54 00	511 30	87 00	652 30
35 Orillia	1	123 00	2,685 26	2,625 13	5,433 39
36 Oshawa	1	49 00	818 13	8 10	875 23
37 Owen Sound	1	116 50	1,997 86	949 64	3,064 00
38 Paris	1	35 00	710 46	12,374 30	13,119 76
39 Parkhill	1	35 00	634 04	52 77	721 81
40 Pembroke	1	234 50	4,927 76	1,171 97	6,334 23
41 Perth	1	161 00	1,502 29	271 43	1,934 72
42 Picton	1	40 00	519 08	1,103 35	1,662 43
43 Prescott	1	103 00	2,293 71	2,338 34	4,735 05
44 Preston	1	95 50	1,478 66	2,309 88	3,884 04
45 Rainy River	1	135 19	479 29	652 13	1,266 61
46 Renfrew	1	138 00	3,067 67	2,379 32	5,584 99
47 Rockland	2	250 00	5,401 35	.....	5,651 35
48 St. Mary's	1	51 00	639 75	665 39	1,356 14
49 Sandwich	2	121 00	1,845 79	2,396 11	4,362 90
50 Sarnia	2	203 00	2,797 49	2,630 12	5,630 61

SEPARATE SCHOOLS—Continued

STATEMENT, ETC.—Continued

	Expenditure					
	Teachers' Salaries	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	3,160 00	664 51	116 44	1,592 92	5,533 87	32 25
2	1,150 00	130 00	.....	420 00	1,700 00	385 45
3	2,333 25	4,021 30	145 96	846 10	7,346 61	36 69
4	2,582 50	979 58	6 00	1,721 23	5,289 31	3 34
5	975 00	754 73	26 70	578 59	2,335 02	126 22
6	1,750 00	876 00	43 51	712 30	3,381 81	1,546 84
7	872 50	.....	.....	118 52	991 02	1,288 77
8	2,640 00	676 04	.....	449 00	3,765 04	194 19
9	865 00	203 12	31 00	190 16	1,289 28	9 04
10	1,400 00	34 35	31 26	716 50	2,182 11	14 87
11	4,731 00	3,025 87	73 38	3,204 46	11,034 71	2,075 89
12	1,200 00	168 12	163 81	441 71	1,973 64	110 29
13	872 98	4,737 56	84 39	482 25	6,177 18	143 82
14	1,075 00	267 72	43 03	549 80	1,935 55	11 71
15	5,682 87	.....	27 40	3,392 84	9,103 11	91 77
16	600 00	162 40	103 28	359 98	1,225 66	490 28
17	1,080 00	13,482 80	39 67	92 47	14,694 94	1 85
18	703 76	307 25	.....	285 82	1,296 83	285 32
19	500 00	77 65	.....	180 67	758 32	114 52
20	3,150 00	7,426 80	15 50	5,668 59	16,260 89	914 47
21	335 00	245 43	.....	149 00	729 43	39 41
22	3,500 00	505 59	161 67	1,213 46	5,380 72	581 87
23	615 00	97 73	35 26	338 29	1,086 28	107 87
24	392 50	39 26	2 15	531 68	965 59	358 10
25	500 00	218 13	1 35	139 80	859 28	136 84
26	2,002 64	351 25	27 52	551 93	2,933 34	1,272 64
27	2,952 27	375 20	.....	1,579 68	4,907 15	.....
28	850 00	490 85	.....	176 74	1,517 59	537 43
29	2,123 35	1,979 23	50 67	568 85	4,722 10	2,694 13
30	615 00	212 17	.....	184 51	1,011 68	189 83
31	490 00	137 75	44 15	253 34	925 24	107 70
32	520 00	13 87	.....	83 73	617 60	458 41
33	5,533 00	2,590 77	70 00	1,424 06	9,617 83	745 94
34	450 00	114 60	8 85	73 82	647 27	5 03
35	1,200 00	349 65	223 29	625 25	2,398 19	3,035 20
36	600 00	86 94	10 19	170 00	867 13	8 10
37	1,450 00	41 07	.....	1,486 08	2,977 15	86 85
38	500 00	6,373 85	63 89	102 25	7,039 99	6,079 77
39	425 00	40	83	70 61	496 84	224 97
40	3,045 00	731 58	100 55	1,153 29	5,030 42	1,303 81
41	1,245 00	220 25	12 50	243 00	1,720 75	213 97
42	525 00	.....	.....	176 66	701 66	960 77
43	1,300 04	1,344 22	.....	305 37	2,949 63	1,785 42
44	1,120 00	1,549 85	.....	299 64	2,969 49	914 55
45	870 00	240 86	20 00	135 75	1,266 61	.....
46	2,500 00	1,931 40	61 97	1,091 62	5,584 99	.....
47	3,740 00	700 00	159 31	1,052 04	5,651 35	.....
48	560 00	50 00	12 55	171 78	794 33	561 81
49	1,662 50	954 23	35 26	1,219 55	3,871 54	491 36
50	1,760 00	886 13	20 85	351 36	3,018 34	2,612 27

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Towns—Concluded	Number of Schools	Receipts			
		Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received
		$ c.	$ c.	$ c.	$ c.
51 Seaforth	1	45 00	738 19	85 77	868 96
52 Steelton	1	272 70	5,348 25	2,252 34	7,873 29
53 Sturgeon Falls	1	301 19	3,971 80	313 08	4,586 07
54 Sudbury	2	420 19	10,153 87	6,265 73	16,839 79
55 Thorold	1	78 50	1,321 69	573 47	1,973 66
56 Tilbury	1	94 00	1,711 67	1,693 02	3,498 69
57 Trenton	1	110 00	1,406 96	494 49	2,011 45
58 Vankleek Hill	1	85 00	1,086 58	820 72	1,992 30
59 Walkerton	1	100 00	1,317 24	1,010 44	2,427 68
60 Walkerville	1	66 00	632 72	112 73	811 45
61 Wallaceburg	1	.....	2,916 97	2,225 78	5,142 75
62 Waterloo	1	113 00	2,486 00	99 35	2,698 35
63 Whitby	1	22 00	336 84	368 21	727 05
Totals	77	10,133 58	155,888 84	100,355 11	266,377 53
Totals					
1 Rural Schools	309	24,089 34	162,698 52	112,421 90	299,209 76
2 Cities	110	16,706 80	419,692 26	136,371 59	572,770 65
3 Towns	77	10,133 58	155,888 84	100,355 11	266,377 53
4 Villages	17	916 00	18,975 53	28,564 99	48,456 52
5 Grand Totals, 1912	513	51,845 72	757,255 15	377,713 59	1,186,814 46
6 Grand Totals, 1911	495	59,088 87	678,215 60	291,992 68	1,029,297 15
7 Increases	18	.....	79,039 55	85,720 91	157,517 31
8 Decreases	.....	7,243 15	.....	.....	.....
9 Percentages	.....	4.37	63.80	31.82	.....

Cost per pupil, enrolled attendance: Rural Schools, $14.47; Cities, $19,39

SEPARATE SCHOOLS—Continued

STATEMENT, ETC.—Concluded

	Expenditure					
	Teachers' Salaries	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
51	522 37	133 40	.....	98 21	753 98	114 98
52	3,420 00	1,739 44	50 00	1,287 51	6,496 95	1,376 34
53	2,914 00	477 31	.....	1,031 39	4,422 70	163 37
54	4,280 00	6,351 11	72 76	6,135 92	16,839 79	.....
55	960 00	147 50	.....	449 16	1,556 66	417 00
56	1,050 00	233 29	72 55	294 98	1,650 82	1,847 87
57	800 00	240 04	42 60	698 90	1,781 54	229 91
58	1,180 00	.....	69 28	250 00	1,499 28	493 02
59	960 00	406 84	850 00	40 23	2,257 07	170 61
60	500 00	.....	2 55	288 46	791 01	20 44
61	1,075 00	794 22	186 24	641 29	2,696 75	2,446 00
62	1,200 00	512 00	50 55	770 91	2,533 46	164 89
63	436 56	.....	.....	210 48	647 04	80 01
	100,003 09	71,863 21	3,470 67	50,124 49	225,461 46	40,916 07
1	144,437 37	56,571 30	3,205 12	35,025 49	239,239 28	59,970 48
2	200,242 46	151,764 94	8,448 29	173,596 22	534,051 91	38,718 74
3	100,003 09	71,863 21	3,470 67	50,124 49	225,461 46	40,916 07
4	12,117 00	27,994 00	82 85	4,277 41	44,471 26	3,985 26
5	456,799 92	308,193 45	15,206 93	263,023 61	1,043,223 91	143,590 55
6	413,650 40	168,603 38	12,505 18	303,131 35	897,890 31	131,406 84
7	43,149 52	139,590 07	2,701 75	.....	145,333 60	12,183 71
8	.....	.....	.....	40,107 74	.....	.....
9	43.78	29.54	1.46	25.21	.....	.....

Towns, $14.60; Villages, $24.69; Province, $17.01.

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Rural Schools	Teachers												
	Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	No. who have ever attended a Model School in Ont.	No. who have ever attended a Normal Sch'l in Ont.	No. who have ever attended the Normal College or F. of E. in Ont.	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
				$	$								
1 Bruce	15	3	12	567	415	1	4	2	....	1	5	2	....
2 Carleton	21	....	21	...	381	12	6	.....	....	.....	5	6	3
3 Essex	36	2	34	500	435	12	11	.....	....	1	9	10	4
4 Frontenac	11	2	9	450	425	6	4	.....	....	.....	4	6	....
5 Grey	7	1	6	475	497	3	3	.....	....	.....	2	4	....
6 Hastings	7	....	7	...	466	1	5	.....	....	.....	4	2	....
7 Huron	11	....	11	...	467	.....	8	1	....	1	8	....	....
8 Kent	8	3	5	533	540	2	2	1	....	.....	3	3	....
9 Lambton	1	....	1	...	550	.....	1	.....	....	.....	1	....	....
10 Lanark	3	....	3	...	375	2	.....	.....	....	.....	.....	2	....
11 Leeds and Gren.	2	....	2	...	300	1	.....	.....	....	.....	.....	1	....
12 Lennox and Add.	2	....	2	...	450	.....	1	.....	....	.....	1	....	....
13 Middlesex	5	....	5	...	488	.....	5	.....	....	.....	5	....	....
14 Norfolk	1	....	1	...	600	.....	1	.....	....	.....	1	....	....
15 Northumberland and Durham.	6	....	6	...	462	2	4	.....	....	.....	3	3	....
16 Ontario	1	....	1	...	600	.....	1	.....	....	.....	1	....	....
17 Peel	1	....	1	...	500	1	.....	.....	....	.....	.....	1	....
18 Perth	8	1	7	600	475	1	6	1	....	1	6	1	....
19 Peterborough	2	....	2	...	550	.....	2	.....	....	.....	2	....	....
20 Prescott & Russell	118	4	114	462	374	69	2	.....	....	.....	3	50	30
21 Renfrew	14	....	14	...	405	1	9	.....	....	.....	9	1	....
22 Simcoe	6	....	6	...	362	.....	5	.....	....	.....	5	....	....
23 Stormont, Dundas and Glengarry	20	2	18	437	403	6	6	1	....	1	5	5	....
24 Victoria	2	....	2	...	575	.....	2	.....	....	.....	2	....	....
25 Waterloo	12	1	11	650	368	.....	4	.....	....	.....	2	2	....
26 Wellington	6	....	6	...	500	.....	5	1	....	1	5	....	....
27 Districts	61	6	55	417	389	13	3	.....	....	.....	3	10	9
Totals	387	25	362	486	408	133	100	7	....	6	94	109	46
Cities													
1 Belleville	6	....	6	...	217	4	2	.....	....	.....	1	4	....
2 Berlin	12	....	12	...	367	1	2	.....	....	.....	2	....	....
3 Brantford	8	....	8	...	200	8	.....	.....	....	.....	.....	....	....
4 Chatham	7	....	7	...	389	1	5	.....	....	.....	5	....	....
5 Fort William	13	....	13	...	634	.....	8	2	....	2	8	1	....
6 Guelph	9	....	9	...	355	3	4	.....	....	.....	5	3	....
7 Hamilton	40	....	40	...	214	29	9	2	....	2	9	4	....
8 Kingston	14	1	13	900	348	.....	9	.....	....	.....	9	....	....
9 London	23	....	23	...	307	7	16	.....	....	.....	16	2	....
10 Niagara Falls	3	....	3	...	350	.....	1	.....	....	.....	3	....	....
11 Ottawa	181	42	139	742	391	102	67	.....	....	.....	66	93	10
12 Peterborough	19	....	19	...	318	.....	15	1	....	1	14	1	....
13 Port Arthur	9	....	9	...	655	.....	7	1	....	1	7	....	....
14 St. Catharines	9	....	9	...	300	5	5	.....	....	.....	5	....	....
15 St. Thomas	5	....	5	...	300	2	3	.....	....	.....	3	1	....
16 Sault Ste. Marie	7	....	7	...	464	4	3	.....	....	.....	3	2	1
17 Stratford	8	....	8	...	350	4	4	.....	....	.....	4	....	....
18 Toronto	126	23	103	425	324	12	54	4	2	4	54	13	....
19 Windsor	20	....	20	...	270	5	14	.....	....	.....	11	5	2
20 Woodstock	2	....	2	...	475	.....	1	1	....	1	1	....	....
Totals	521	66	455	634	349	187	229	11	2	11	226	129	13

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.

	Temporary	Permanent Ungraded	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Reading						Art
								First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book	
1	.....	7	683	378	305	481	70	112	86	179	152	148	6	683
2	6	1	898	430	468	504	56	302	155	176	131	129	5	631
3	12	.....	1,881	972	909	1,118	59	650	342	359	291	224	15	1,774
4	1	.....	330	168	162	196	59	44	43	50	73	114	6	330
5	1	.....	253	128	125	119	47	65	33	47	51	57	.....	219
6	1	.....	194	88	106	98	50	47	31	35	43	38	.....	188
7	2	.....	347	163	184	216	62	65	45	67	61	89	20	347
8	2	.....	328	172	156	142	43	103	43	70	48	57	7	328
9	.....	.....	48	23	25	26	54	10	5	9	6	14	4	48
10	1	.....	92	45	47	49	53	19	12	14	18	27	2	92
11	1	.....	22	9	13	11	50	7	1	2	5	5	2	22
12	1	.....	61	31	30	34	55	13	7	16	6	19	.....	61
13	.....	.....	114	53	61	66	58	18	20	15	23	37	1	114
14	.....	.....	66	31	35	45	68	5	12	16	12	21	.....	66
15	.....	.....	156	87	69	99	63	27	14	34	28	53	.....	156
16	.....	.....	52	26	26	35	67	11	12	6	13	9	1	52
17	.....	.....	24	14	10	14	58	8	3	4	4	5	.....	24
18	.....	.....	306	167	139	216	70	56	44	48	97	58	3	306
19	.....	.....	85	51	34	39	45	21	14	12	19	19	.....	85
20	33	2	5,738	2,855	2,883	3,427	59	2,276	1,136	1,151	766	368	41	4,746
21	4	.....	594	296	298	297	50	194	118	81	78	94	29	506
22	1	.....	235	123	112	148	63	59	42	55	42	37	.....	235
23	8	1	890	451	439	466	52	381	167	119	112	83	28	684
24	.....	.....	91	50	41	63	69	9	9	22	28	23	.....	91
25	2	6	476	260	216	307	64	123	68	84	119	82	.....	436
26	.....	.....	171	85	86	97	56	23	16	40	34	58	.....	155
27	39	.....	2,396	1,209	1,187	1,250	52	987	499	469	288	151	2	1,671
	115	17	16,531	8,365	8,166	9,563	57.84	5,635	2,977	3,180	2,548	2,019	172	14,050
1	1	.....	359	172	187	218	60	90	55	52	79	83	.....	359
2	3	7	691	366	325	525	76	115	107	135	172	162	.....	691
3	.....	8	449	219	230	312	69	190	85	44	86	44	.....	449
4	1	1	332	158	174	249	75	114	48	48	69	53	.....	332
5	.....	2	680	368	312	477	70	197	172	178	72	61	.....	680
6	.....	1	496	271	225	362	73	136	68	129	71	92	.....	496
7	.....	25	1,928	1,003	925	1,307	68	734	289	259	353	177	116	1,928
8	.....	5	711	385	326	519	73	151	119	144	172	125	.....	711
9	.....	5	988	524	464	714	72	256	155	179	180	179	39	949
10	.....	.....	171	88	83	110	64	34	25	49	32	31	.....	171
11	3	9	9,639	4,794	4,845	6,446	66	2,917	1,930	1,889	1,475	1,193	235	9,181
12	1	2	927	464	463	635	68	244	153	124	180	226	.....	927
13	.....	1	413	202	211	304	73	100	55	95	93	70	.....	413
14	.....	4	404	218	186	290	71	73	67	78	88	98	.....	404
15	.....	1	229	113	116	171	74	49	34	19	60	67	.....	229
16	1	.....	336	172	164	271	80	108	33	63	78	54	.....	336
17	.....	4	330	205	125	262	79	80	57	45	83	65	.....	330
18	5	50	7,173	3,764	3,409	4,766	66	1,673	1,247	1,460	1,434	965	394	6,149
19	2	.....	1,175	589	586	812	69	369	148	285	198	175	.....	1,175
20	.....	.....	100	39	61	82	82	14	17	16	23	30	.....	100
	17	125	27,531	14,114	13,417	18,832	68.40	7,644	4,864	5,291	4,998	3,950	784	26,010

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Rural Schools—Concluded	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
1 Bruce	588	683	664	664	308	263	393	585	632	597	6
2 Carleton	562	361	502	636	384	194	368	520	678	598	5
3 Essex	1,381	1,157	1,240	1,533	462	411	590	1,379	1,362	1,467	3
4 Frontenac	330	280	318	330	150	180	202	303	330	330	1
5 Grey	174	92	176	178	106	81	105	136	131	123	....
6 Hastings	159	61	194	194	68	68	92	142	187	139	....
7 Huron	347	347	282	347	109	170	170	347	347	347	15
8 Kent	240	165	196	261	91	98	106	203	266	328	3
9 Lambton	48	48	38	48	18	24	24	48	48	48	....
10 Lanark	70	.....	62	73	29	45	39	59	66	40	2
11 Leeds and Gren.	17	11	20	17	13	13	13	13	14	22	2
12 Lennox and Add.	61	.....	43	61	19	25	25	47	61	48	....
13 Middlesex	114	114	96	114	38	61	61	114	114	114	1
14 Norfolk	66	66	61	66	21	33	33	66	66	66	....
15 Northumberland and Durham..	147	116	149	146	60	90	103	145	151	144	....
16 Ontario	29	.....	39	40	33	20	20	28	39	52	....
17 Peel	13	24	24	13	13	13	13	24	24	24	....
18 Perth	306	306	250	306	61	158	158	306	230	230	3
19 Peterborough	77	85	77	77	19	60	60	77	85	85	....
20 Prescott & Russell	3,521	3,032	3,075	3,796	1,999	684	1,931	2,597	4,000	3,671	224
21 Renfrew	539	308	581	540	137	176	222	378	496	405	12
22 Simcoe	230	235	230	235	75	134	134	223	218	235	....
23 Stormont, Dundas and Glengarry	535	495	530	567	389	334	400	511	520	583	25
24 Victoria	80	91	80	84	31	66	73	73	91	91	....
25 Waterloo	292	357	359	305	211	161	188	312	363	393	23
26 Wellington	136	94	144	153	83	53	64	108	112	83	....
27 Districts	1,271	882	1,232	1,360	700	221	640	1,330	1,367	1,008	7
Totals	11,333	9,410	10,662	12,144	5,627	3,836	6,227	10,074	11,998	11,271	332
Cities.											
1 Belleville	359	359	359	359	83	269	269	359	359	359	....
2 Berlin	576	691	691	691	334	162	334	691	691	691	....
3 Brantford	449	449	259	449	44	130	130	449	449	449	....
4 Chatham	332	332	218	332	53	122	122	332	332	332	....
5 Fort William	680	680	680	680	61	61	133	680	680	680	....
6 Guelph	292	496	292	292	163	163	163	163	496	496	....
7 Hamilton	1,928	1,928	1,928	1,928	293	646	646	1,928	1,928	1,928	116
8 Kingston	711	711	711	711	125	125	297	711	711	711	....
9 London	988	949	742	988	197	359	359	949	948	988	39
10 Niagara Falls	171	171	171	171	46	46	112	171	171	171	....
11 Ottawa	8,775	8,677	8,245	8,585	3,836	1,933	5,594	7,179	8,873	7,682	235
12 Peterborough	841	927	841	927	406	406	443	748	927	927	....
13 Port Arthur	413	413	413	413	70	163	163	413	413	413	....
14 St. Catharines	264	404	404	404	98	186	186	404	404	404	....
15 St. Thomas	229	229	180	229	67	127	127	229	229	229	....
16 Sault Ste. Marie	336	336	336	336	132	132	132	336	336	336	....
17 Stratford	330	330	250	330	65	148	148	330	330	330	....
18 Toronto	5,248	7,173	7,173	7,173	1,284	3,573	3,573	6,248	6,175	6,270	247
19 Windsor	1,175	1,175	1,175	1,175	175	373	373	1,175	1,175	1,175	....
20 Woodstock	100	100	86	100	30	53	53	100	100	100	....
Totals	24,197	26,530	25,154	26,273	7,562	9,177	13,357	23,595	25,727	24,671	637

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book inclusive)	German (beyond 4th Book)	German (Primer to 4th Book inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes: Number of Maps	Maps, Globes and Prizes: Number of Globes	Maps, Globes and Prizes: Number of Schools giving Prizes	Number of Trees planted on Arbor Day
1	6	6	6	6	....	.....	....	375	....	....	74	74	108	96	12	2	....
2	5	5	5	...	5	652	....	.....	5	....	.....	.....	.....	106	15	7	49
3	5	3	3	...	....	1,391	....	.....	....	....	.....	.....	.....	243	26	6	14
4	5	5	3	2	2	.....	....	.....	....	....	.....	.....	.....	79	10	6	2
5	.....	.....	....	...	.....	.....	....	.....	....	....	.....	.....	.....	57	4	3	....
6	.....	.....	....	...	.....	.....	....	.....	....	....	.....	.....	.....	48	7	1	2
7	19	18	16	2	....	16	....	.....	2	1	28	.....	.....	99	11	3	23
8	7	7	7	...	....	150	....	.....	2	....	.....	.....	.....	81	6	3	2
9	4	4	4	...	.....	.....	....	.....	4	....	.....	.....	.....	16	2	1	....
10	2	2	2	1	2	.....	....	.....	....	....	.....	.....	.....	18	1	.....	1
11	2	2	2	2	....	.....	....	.....	....	....	.....	.....	.....	14	2	.....	....
12	.....	.....	....	...	....	.....	....	.....	....	....	.....	.....	.....	17	2	1	....
13	1	1	1	...	....	.....	....	.....	....	....	.....	.....	.....	54	5	.....	39
14	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	10	1	.....	27
15	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	42	6	4	3
16	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	9	1	.....	....
17	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	11	1	.....	....
18	3	3	3	3	2	.....	....	.....	....	1	.....	.....	.....	74	6	2	75
19	.....	....	....	...	....	.....	....	.....	....	....	45	45	.....	20	1	1	....
20	56	56	56	...	56	5,634	....	.....	56	29	382	1,321	150	343	50	29	96
21	29	24	24	24	24	35	....	.....	17	12	12	.....	.....	101	8	4	29
22	.....	....	....	...	....	189	....	.....	....	....	.....	.....	.....	27	4	2	....
23	27	27	27	...	15	527	....	.....	27	....	.....	.....	23	109	14	2	12
24	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	18	2	1	15
25	.....	....	....	...	....	.....	....	179	....	....	23	19	107	96	9	4	....
26	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	50	6	3	2
27	2	2	2	...	2	2,128	....	.....	....	....	53	49	.....	215	37	22	36
	173	165	161	40	108	10,722	....	554	113	43	617	1,508	388	2,053	249	107	427
1	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	20	3	.....	....
2	.....	....	....	...	....	.....	....	576	....	....	.....	82	74	28	3	.....	....
3	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	16	2	1	....
4	.....	....	....	...	....	.....	....	.....	....	....	.....	332	.....	12	5	1	....
5	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	15	1	.....	....
6	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	26	2	.....	....
7	116	105	105	105	105	.....	46	.....	46	71	.....	.....	.....	150	48	1	....
8	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	33	9	1	....
9	39	10	10	10	....	.....	....	.....	....	39	.....	.....	.....	70	10	1	....
10	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	5	2	.....	....
11	235	235	76	...	214	5,661	....	.....	214	177	.....	.....	.....	505	66	.....	....
12	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	49	7	.....	....
13	.....	....	....	...	....	413	....	.....	....	....	.....	27	43	15	2	1	....
14	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	28	3	1	....
15	.....	....	....	...	....	.....	....	.....	....	....	.....	43	21	18	2	1	....
16	.....	....	....	...	....	.....	....	.....	....	....	.....	17	18	14	2	.....	....
17	.....	....	....	...	....	.....	....	.....	....	....	.....	48	17	20	2	1	....
18	318	318	297	318	394	.....	46	.....	394	247	.....	.....	.....	220	30	.....	16
19	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	22	4	1	....
20	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	11	2	.....	....
	708	668	488	433	713	6,074	92	576	654	534	.....	549	173	1,277	205	10	16

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns	Teachers												
	Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	Number who have ever attended a Model School in Ontario	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal Col. or F. of E. in Ontario	Number of University graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
				$	$								
1 Alexandria	10	....	10	...	240	.....	1	.....	....	....	1	2	....
2 Almonte	3	....	3	...	383	3	2	.....	....	....	2	1	....
3 Amherstburg	8	....	8	...	262	6	2	.....	....	....	2	1	....
4 Arnprior	8	....	8	...	322	7	4	.....	....	....	4	.....	....
5 Barrie	3	....	3	...	350	.....	1	.....	....	....	1	.....	....
6 Blind River	5	....	5	...	320	4	.....	.....	....	....	.....	4	....
7 Bonfield	2	1	1	550	350	1	.....	.....	....	....	.....	1	....
8 Brockville	8	....	8	...	300	4	2	.....	....	....	2	3	....
9 Cache Bay	2	....	2	...	462	.....	.....	.....	....	....	.....	.....	1
10 Chelmsford	4	....	4	...	350	1	.....	.....	....	....	.....	1	1
11 Cobalt	9	....	9	...	544	2	.....	.....	....	....	.....	2	5
12 Cobourg	4	....	4	...	300	1	2	.....	....	....	2	.....	....
13 Cochrane	4	1	3	800	433	.....	.....	.....	....	....	.....	.....	1
14 Collingwood	2	....	2	...	550	.....	2	.....	....	....	2	.....	....
15 Cornwall	17	1	16	750	312	2	9	.....	....	....	8	3	....
16 Dundas	3	....	3	...	200	2	2	.....	....	....	2	.....	....
17 Fort Frances	2	....	2	...	525	.....	.....	.....	....	....	.....	.....	1
18 Galt	2	....	2	...	500	2	.....	.....	....	....	.....	2	....
19 Goderich	2	....	2	...	250	1	1	.....	....	....	1	.....	....
20 Haileybury	6	....	6	...	537	2	2	.....	....	....	2	2	1
21 Hanover	1	....	1	...	500	.....	1	.....	....	....	1	.....	....
22 Hawkesbury	16	....	16	...	219	2	1	.....	....	....	1	9	....
23 Ingersoll	2	....	2	...	307	1	1	.....	....	....	1	.....	....
24 Kearney	1	....	1	...	400	1	.....	.....	....	....	.....	.....	1
25 Keewatin	1	....	1	...	500	.....	.....	.....	....	....	.....	.....	1
26 Kenora	6	....	6	...	258	.....	.....	.....	....	....	.....	.....	....
27 Lindsay	7	1	6	850	350	.....	5	.....	....	....	5	.....	....
28 Massey	2	....	2	...	450	.....	.....	.....	....	....	.....	.....	....
29 Mattawa	6	....	6	...	308	2	2	.....	....	....	1	2	....
30 Mount Forest	2	....	2	...	300	.....	1	.....	....	....	1	.....	....
31 New Liskeard	1	....	1	...	625	.....	1	.....	....	....	1	.....	....
32 Newmarket	1	....	1	...	550	1	1	.....	....	....	1	.....	....
33 North Bay	13	....	13	...	469	3	10	.....	....	....	10	3	....
34 Oakville	1	....	1	...	450	.....	1	.....	....	....	1	.....	....
35 Orillia	4	....	4	...	300	.....	2	.....	....	....	2	.....	....
36 Oshawa	2	....	2	...	300	.....	.....	.....	....	....	.....	.....	....
37 Owen Sound	3	....	3	...	483	.....	3	.....	....	....	3	.....	....
38 Paris	2	....	2	...	250	2	.....	.....	....	....	.....	.....	....
39 Parkhill	1	....	1	...	425	.....	1	.....	....	....	1	.....	....
40 Pembroke	9	....	9	...	337	.....	3	.....	....	....	4	.....	....
41 Perth	4	....	4	...	300	3	4	.....	....	....	4	.....	....
42 Picton	1	....	1	...	500	.....	1	.....	....	....	1	.....	....
43 Prescott	4	....	4	...	325	1	1	.....	....	....	1	.....	....
44 Preston	3	....	3	...	453	2	3	.....	....	....	3	.....	....
45 Rainy River	2	....	2	...	500	.....	.....	.....	....	....	.....	.....	....
46 Renfrew	7	....	7	...	357	1	1	.....	....	....	1	.....	....
47 Rockland	14	....	14	...	261	4	.....	.....	....	....	.....	5	2
48 St. Mary's	1	....	1	...	500	.....	1	.....	....	....	1	.....	....
49 Sandwich	6	....	6	...	400	1	5	.....	....	....	4	2	....
50 Sarnia	6	....	6	...	293	1	4	1	....	1	4	.....	....
51 Seaforth	1	....	1	...	525	.....	1	.....	....	....	1	.....	....
52 Steelton	7	1	6	900	450	.....	2	.....	....	....	2	5	....

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Temporary	Permanent Ungraded	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Reading						Art
								First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book	
1	2	5	627	313	314	390	62	228	99	120	116	64	.....	627
2	.....	.....	125	65	60	81	64	32	22	20	29	22	.....	125
3	.....	5	364	157	207	237	65	74	94	62	56	58	20	364
4	2	2	416	243	173	292	70	140	58	53	95	70	.....	416
5	.....	2	132	68	64	94	71	25	35	30	24	18	.....	132
6	1	.....	247	124	123	159	64	112	40	53	21	21	.....	247
7	1	.....	123	64	59	76	61	33	54	20	9	7	.....	57
8	.....	3	302	148	154	243	80	53	36	77	69	67	.....	302
9	1	.....	152	76	76	86	57	98	15	14	23	2	.....	54
10	1	1	200	90	110	119	59	72	48	23	23	31	3	200
11	2	.....	554	297	257	311	56	268	92	91	84	19	.....	103
12	1	1	170	75	95	119	70	44	23	24	41	38	.....	170
13	3	.....	220	123	97	56	25	139	42	22	14	3	.....	220
14	.....	.....	104	54	50	72	69	22	13	24	25	20	.....	104
15	.....	6	1,043	543	500	713	68	343	164	243	165	128	.....	1,043
16	.....	1	124	70	54	91	73	42	16	33	11	22	.....	124
17	1	.....	103	52	51	52	50	42	13	22	12	14	.....	103
18	.....	.....	115	54	61	71	61	33	22	33	16	11	.....	115
19	.....	1	84	34	50	60	71	22	6	17	24	15	.....	84
20	1	.....	388	193	195	251	64	156	80	67	53	32	.....	388
21	.....	.....	73	30	43	33	45	27	10	27	6	3	.....	73
22	6	.....	947	480	467	623	65	276	229	235	112	80	15	947
23	.....	1	91	48	43	78	85	22	14	19	21	15	.....	91
24	.....	.....	51	21	30	29	56	13	5	10	13	9	1	51
25	.....	.....	28	18	10	16	57	15	6	1	4	2	.....	28
26	6	.....	230	114	116	136	59	78	75	38	34	5	.....	230
27	.....	2	300	146	154	225	75	58	47	68	68	59	.....	236
28	2	.....	153	76	77	51	33	84	14	25	15	15	.....	153
29	1	2	332	178	154	248	74	103	51	61	45	64	8	332
30	.....	1	70	29	41	48	68	15	10	14	12	19	.....	70
31	.....	.....	60	28	32	28	46	29	11	8	6	6	.....	60
32	.....	.....	64	44	20	41	64	19	9	10	7	19	.....	64
33	.....	.....	654	335	319	505	77	191	97	152	132	82	.....	654
34	.....	.....	45	17	28	32	71	7	.....	14	7	17	.....	45
35	.....	2	205	114	91	147	71	34	27	46	42	56	.....	205
36	.....	2	113	56	57	78	69	27	20	25	21	20	.....	113
37	.....	.....	148	60	88	114	77	40	30	26	26	26	.....	148
38	.....	2	64	29	35	47	73	17	11	15	13	8	.....	64
39	.....	.....	43	27	16	29	67	12	4	7	6	14	.....	43
40	.....	5	482	259	223	292	60	193	58	110	69	52	.....	482
41	.....	.....	235	121	114	176	74	56	42	35	50	52	.....	235
42	.....	.....	43	20	23	28	65	7	6	6	12	12	.....	43
43	1	2	149	69	80	119	80	20	16	36	34	43	.....	149
44	.....	.....	153	87	66	101	66	54	20	18	39	22	.....	153
45	2	.....	89	42	47	48	53	44	22	11	5	7	.....	89
46	2	4	380	203	177	261	68	139	58	59	70	54	.....	380
47	5	2	836	429	407	611	73	362	170	130	137	37	.....	836
48	.....	.....	59	25	34	43	72	11	11	1	17	19	.....	59
49	.....	.....	260	132	128	192	74	109	39	56	31	25	.....	260
50	.....	1	285	134	151	249	87	94	52	55	44	40	.....	285
51	.....	.....	57	33	24	40	70	15	8	4	12	18	.....	57
52	.....	.....	517	260	257	234	45	116	153	121	104	23	.....	517

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns—Con.	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
1 Alexandria ...	627	627	627	627	180	416	416	416	627	627	.....
2 Almonte	61	125	83	61	50	35	50	50	50	125	.....
3 Amherstburg .	364	364	290	364	196	134	196	364	364	364	66
4 Arnprior.....	416	416	416	416	70	218	218	218	416	416	70
5 Barrie.....	132	132	132	132	52	38	52	132	132	132	38
6 Blind River...	247	.....	247	247	21	21	95	247	247	119	.....
7 Bonfield	29	.....	16	29	16	7	16	.....	57	.....	.....
8 Brockville	214	302	232	278	174	176	214	302	302	302	.....
9 Cache Bay....	54	54	11	2	11	2	54	54	54	.....	.....
10 Chelmsford ...	200	200	200	200	128	34	128	200	200	200	34
11 Cobalt.....	155	554	194	155	103	19	103	155	155	554	.....
12 Cobourg	102	170	102	170	38	79	79	170	170	170	.....
13 Cochrane.....	81	.....	81	81	81	.....	81	220	220	220	.....
14 Collingwood...	82	104	82	82	45	82	82	82	104	104	.....
15 Cornwall	1,043	989	1,043	1,043	128	128	584	1,043	1,043	1,043	.....
16 Dundas	124	124	124	124	33	66	66	124	124	124	.....
17 Fort Frances..	103	103	103	103	14	48	48	103	103	103	.....
18 Galt.....	82	90	115	115	27	27	27	115	115	115	.....
19 Goderich.....	84	84	62	84	15	39	39	84	84	84	.....
20 Haileybury ...	232	388	388	388	85	32	85	388	388	388	.....
21 Hanover	36	73	36	46	9	.....	9	36	36	73	.....
22 Hawkesbury ..	671	947	671	947	442	95	442	947	947	947	442
23 Ingersoll	74	91	74	91	15	36	36	91	91	91	.....
24 Kearney.....	51	51	51	51	10	10	33	33	33	51	.....
25 Keewatin	28	28	28	28	2	6	6	28	28	28	.....
26 Kenora	230	230	230	230	5	39	77	230	230	230	5
27 Lindsay	220	150	236	236	126	126	126	126	300	300	.....
28 Massey	153	153	153	153	55	55	153	55	153	153	.....
29 Mattawa	332	332	332	332	72	72	229	229	332	332	72
30 Mount Forest .	55	70	55	70	31	19	31	31	70	70	.....
31 New Liskeard.	20	60	60	60	6	12	20	60	60	60	.....
32 Newmarket ...	64	64	64	64	36	36	36	64	64	64	.....
33 North Bay....	654	654	654	654	82	82	323	654	654	654	.....
34 Oakville	45	45	45	45	24	17	24	45	45	45	.....
35 Orillia.....	171	205	171	205	56	98	56	56	205	205	.....
36 Oshawa	86	113	113	113	41	20	41	41	41	113	.....
37 Owen Sound ..	148	148	148	148	52	52	78	148	148	148	.....
38 Paris.....	64	64	47	64	8	21	21	64	64	64	.....
39 Parkhill.....	43	43	27	43	14	20	20	43	43	43	.....
40 Pembroke	482	482	482	482	52	121	230	288	482	482	.....
41 Perth	235	235	235	235	102	102	137	235	235	235	.....
42 Picton.....	36	43	36	36	24	24	24	24	36	43	.....
43 Prescott.....	113	149	149	149	77	77	77	149	149	149	.....
44 Preston	99	153	99	99	61	22	61	99	99	153	.....
45 Rainy River ..	89	.....	89	89	7	12	23	89	89	89	.....
46 Renfrew.....	380	380	380	380	54	183	183	380	380	380	.....
47 Rockland	836	836	174	343	836	37	836	836	836	836	.....
48 St. Mary's....	59	59	48	59	19	36	36	59	59	59	.....
49 Sandwich.....	112	260	112	260	56	56	112	112	260	260	.....
50 Sarnia	285	285	285	285	40	84	181	285	285	285	.....
51 Seaforth.....	57	57	42	57	18	30	30	57	57	57	.....
52 Steelton	517	517	517	517	23	23	145	517	517	517	.....

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	German (beyond 4th Book)	German (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes: Number of Maps	Maps, Globes and Prizes: Number of Globes	Maps, Globes and Prizes: Number of Schools giving Prizes	Number of Trees planted on Arbor Day
1	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	1	.....	.....
2	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	14	1	.....	.....
3	20	20	20	...	20	230	.....	.....	20	3	.....	230	230	17	4	.....	.....
4	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	2	.....	.....
5	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	31	4	.....	.....
6	.....	.....	.....	...	.....	207	.....	.....	.....	.....	.....	.....	.....	12	1	.....	.....
7	.....	.....	.....	...	.....	105	.....	.....	.....	.....	.....	.....	.....	11	1	1	.....
8	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	1	1	.....
9	.....	.....	.....	...	.....	140	.....	.....	.....	.....	.....	.....	.....	11	2	1	.....
10	3	.....	3	...	3	185	.....	.....	.....	.....	.....	.....	.....	14	2	1	25
11	.....	.....	.....	...	.....	425	.....	.....	.....	.....	.....	.....	.....	8	2	1	.....
12	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	2	1	.....
13	.....	.....	.....	...	.....	202	.....	.....	.....	.....	.....	.....	.....	5	.....	.....	.....
14	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	2	.....	.....
15	.....	.....	.....	...	.....	296	.....	.....	.....	.....	.....	.....	.....	20	2	.....	.....
16	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	2	.....	.....
17	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	48	.....	.....	11	1	1	.....
18	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	1	.....	.....
19	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	2	.....	.....
20	.....	.....	.....	...	.....	145	.....	.....	.....	.....	.....	.....	.....	5	1	.....	.....
21	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	1	.....
22	15	15	15	...	15	860	.....	.....	15	.....	.....	207	.....	28	7	1	6
23	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	.....	.....
24	1	1	1	...	.....	.....	.....	.....	1	.....	.....	.....	.....	7	1	.....	.....
25	.....	.....	.....	...	.....	21	.....	.....	.....	.....	6	.....	.....	6	1	.....	.....
26	.....	.....	.....	...	.....	230	.....	.....	.....	.....	.....	230	230	15	3	1	.....
27	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	2	.....	.....
28	.....	.....	.....	...	.....	58	.....	.....	.....	.....	.....	.....	.....	4	1	.....	6
29	8	8	8	8	35	297	.....	.....	.....	.....	.....	.....	23	10	2	1	.....
30	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	1	1	.....
31	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	60	.....	4	1	1	.....
32	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	.....	.....
33	.....	.....	.....	...	.....	158	.....	.....	.....	.....	.....	.....	.....	24	1	1	.....
34	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	1	.....	.....
35	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	3	1	.....
36	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	1	1	.....
37	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
38	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	1	.....	.....
39	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	.....	.....
40	.....	.....	.....	...	.....	70	.....	.....	.....	.....	.....	.....	.....	26	4	.....	.....
41	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
42	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	.....	.....
43	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	2	.....	.....
44	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	1	.....	.....
45	.....	.....	.....	...	.....	38	.....	.....	.....	.....	.....	.....	.....	1	1	1	.....
46	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	3	.....	.....
47	.....	.....	.....	...	.....	836	.....	.....	.....	.....	.....	836	.....	27	9	1	10
48	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	1	1	.....
49	.....	.....	.....	...	.....	240	.....	.....	.....	.....	.....	.....	.....	11	2	.....	.....
50	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	2	1	.....
51	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	.....	.....
52	.....	.....	.....	...	.....	215	.....	.....	.....	.....	.....	.....	.....	12	2	.....	.....

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns—Continued	Teachers												
	Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	Number who have ever attended a Model School in Ontario	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal College or F. of E. in Ontario	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
				$	$								
53 Sturgeon Falls	8	....	8	...	372	6	.....	.....	....	....	.....	6	....
54 Sudbury	10	....	10	...	455	8	2	.....	....	....	2	4	4
55 Thorold	3	....	3	...	300	1	1	.....	....	....	1	.....	....
56 Tilbury.....	4	....	4	...	262	1	1	.....	....	....	1	.....	....
57 Trenton	3	....	3	..,	333	.....	2	.....	....	....	2	.....	....
58 Vankleek Hill .	5	....	5	...	200	2	1	.....	....	....	.....	.....	....
59 Walkerton	4	....	4	...	240	.....	.....	.....	....	....	.....	1	....
60 Walkerville...	2	....	2	...	250	.....	.....	.....	....	....	.....	1	1
61 Wallaceburg ..	4	....	4	...	269	1	2	.....	....	....	2	.....	....
62 Waterloo	4	....	4	...	300	.....	.....	.....	....	....	.....	1	....
63 Whitby	1	....	1	...	500	.....	1	.....	....	....	1	.....	....
Totals.....	289	5	284	770	346	82	96	1	....	1	93	61	19
Totals													
1 Rural Schools ..	387	25	362	486	408	133	100	7	....	6	94	109	46
2 Cities	521	66	455	634	349	187	229	11	2	11	226	129	13
3 Towns	289	5	284	770	346	82	96	1	....	1	93	61	19
4 Villages	40	....	40	...	324	15	15	.....	....	....	14	8	1
5 Gd. Totals, 1912	1,237	96	1,141	602	366	417	440	19	2	18	427	307	79
6 Gd. Totals, 1911	1,193	90	1,103	568	340	.....	.....	.....	....	....	.....	.....	....
7 Increases	44	6	38	34	26	.....	.....	.....	....	....	.....	.....	....
8 Decrease.....	.....	....	.....	...	...	.....	.....	.....	....	....	.....	.....	....
9 Percentages....	.....	7.76	92.23	...	...	33.71	35.57	1.53	.16	1.45	34.52	24.82	6.38

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Temporary	Permanent Ungraded	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Reading						Art
								First Reader, Part I, or Primer	First Reader, Part I, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book	
53	2	.....	525	259	266	303	58	207	141	76	66	35	.....	525
54	.....	.....	509	258	251	350	68	191	83	105	93	37	.....	509
55	.....	2	121	62	59	85	70	24	25	18	17	37	.....	121
56	3	.....	228	101	127	137	60	93	63	37	17	18	.....	228
57	.....	1	148	70	78	107	72	41	22	14	32	39	.....	148
58	.....	5	244	105	139	138	56	67	49	48	35	45	.....	244
59	1	2	187	95	92	130	69	25	34	48	51	29	.....	165
60	.....	.....	105	55	50	79	75	35	14	32	16	8	.....	105
61	2	.....	310	143	167	197	63	92	52	71	57	27	11	310
62	1	2	198	96	102	133	67	36	30	42	42	48	.....	198
63	.....	.....	50	24	26	27	54	15	5	12	6	12	.....	50
	50	65	15,434	7,775	7,659	10,161	65.83	5,091	2,815	2,994	2,556	1,920	58	14,733
1	115	17	16,531	8,365	8,166	9,563	57.84	5,635	2,977	3,180	2,548	2,019	172	14,050
2	17	125	27,531	14,114	13,417	18,832	68.40	7,644	4,864	5,291	4,998	3,950	784	26,010
3	50	65	15,434	7,775	7,659	10,161	65.83	5,091	2,815	2,994	2,556	1,920	58	14,733
4	4	13	1,801	872	929	1,179	65.46	470	391	352	276	312	.....	1,779
5	186	220	61,297	31,126	30,171	39,735	64.82	18,840	11,047	11,817	10,378	8,201	1,014	56,572
6	.....	.....	59,396	30,131	29,265	37,310	62.81	18,544	10,135	11,221	10,280	8,284	932	53,910
7	.....	.....	1,901	995	906	2,425	2.01	296	912	596	98	.....	82	2,662
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	83	.....	.....
9	15.03	17.78	.....	50.77	49.22	64.82	.....	30.73	18.02	19.28	16.93	13.38	1.65	92.29

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns—Concluded	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
53 Sturgeon Falls	377	116	236	439	385	35	102	432	525	.....	.....
54 Sudbury	509	509	509	509	37	118	223	509	509	509	.....
55 Thorold	97	121	121	121	37	37	72	121	121	121	.....
56 Tilbury.....	135	.....	135	135	18	35	72	72	288	228	..,..
57 Trenton	148	148	148	148	39	71	71	148	148	148	.....
58 Vankleek Hill.	244	.....	80	244	45	45	140	244	244	244	.....
59 Walkerton	165	187	137	137	49	49	49	49	137	187	.....
60 Walkerville...	105	105	70	70	24	8	24	70	70	105	.....
61 Wallaceburg ..	310	310	218	310	38	95	95	310	310	310	6
62 Waterloo	198	198	198	198	48	90	90	190	190	190	.....
63 Whitby	30	50	50	50	12	12	18	18	50	.....	.....
Totals.....	13,195	13,547	12,293	13,633	4,654	3,819	7,425	12,741	14,575	14,438	733
Totals											
1 Rural Schools..	11,333	9,410	10,662	12,144	5,627	3,836	6,227	10,074	11,998	11,271	332
2 Cities.....	24,197	26,530	25,154	26,273	7,562	9,177	13,357	23,595	25,727	24,671	637
3 Towns	13,195	13,547	12,293	13,633	4,654	3,819	7,425	12,741	14,575	14,438	733
4 Villages	1,724	1,580	1,471	1,667	994	597	1,129	1,529	1,648	1,725	38
5 Gd. Totals, 1912	50,449	51,067	49,580	53,717	18,837	17,429	28,138	47,939	53,948	52,105	1,740
6 Gd. Totals, 1911	46,385	48,228	45,630	50,271	22,448	16,865	28,441	42,714	50,074	48,280	1,812
7 Increases	4,064	2,839	3,950	3,446	.....	564	.....	5,225	3,874	3,825	..,..
8 Decreases.....	.....	.....	.....	.....	3,611	.....	303	.....	.....	.....	72
9 Percentages ...	82.30	83.31	80.88	87.63	30.73	28.43	45.90	78.20	88.01	85.00	2.83

SEPARATE SCHOOLS—Concluded

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Concluded

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	German (beyond 4th Book)	German (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes			Number of Trees planted on Arbor Day
														Number of Maps	Number of Globes	Number of Schools giving Prizes	
53	.....	....	....	...	....	440	....	.....	....	....	.....	.....	.....	16	1	1	4
54	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	16	3	.....	....
55	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	9	1	.....	....
56	.....	....	....	...	....	190	....	.....	....	....	.....	.....	.....	8	2	1	....
57	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	7	2	1	....
58	.....	....	....	...	....	242	....	.....	....	....	.....	.....	.....	7	1	.....	....
59	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	22	3	1	....
60	.....	....	....	...	....	49	....	.....	....	....	.....	.....	....	11	1	1	12
61	11	11	11	11	....	.....	....	.....	11	....	.....	272	.....	10	2	1	....
62	.....	....	....	...	....	.....	....	154	....	....	.....	.....	.....	20	2	1	....
63	.....	....	....	...	....	.....	....	.....	....	....	.....	.....	.....	1	1	.....	....
64	58	55	58	19	73	5,879	....	154	47	3	54	1,835	483	749	113	27	63
1	173	165	161	40	108	10,722	....	554	113	43	617	1,508	388	2,053	249	107	427
2	708	668	488	433	713	6,074	92	576	654	534	.....	549	173	1,277	205	10	16
3	58	55	58	19	73	5,879	....	154	47	3	54	1,835	483	749	113	27	63
4	.....	....	....	...	....	806	....	.....	....	....	373	343	.....	139	18	8	19
5	939	888	707	492	894	23,481	92	1,284	814	580	1,044	4,235	1,044	4,218	585	152	525
6	1,029	750	652	403	612	23,369	5	1,395	634	745	424	1,315	2,255	4,304	585	180	408
7	.....	138	55	89	282	112	87	.....	180	....	620	2,920	.....	.....	.....	.....	117
8	90	....	....	...	....	.....	....	111	....	165	.....	.....	1,211	86	.....	28	....
9	1.53	1.44	1.15	.80	1.45	39.93	.15	2.09	1.32	.94	1.70	6.90	1.70	*8.22	*1.14	29.62	....

* To each School.

CONTINUATION

I. TABLE H—FINAN-

Continuation Schools	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Acton	507 41	507 41	1,186 00	174 50	67 43	2,442 75	1,900 00
2 Alliston	729 60	1,394 60	1,400 00	388 00	156 00	4,068 20	2,880 00
3 Alvinston	538 25	738 25	1,063 28	331 00	114 95	2,785 73	1,940 00
4 Amherstburg	604 24	904 24	1,263 48	80 50	506 40	3,358 86	2,400 63
5 Arkona	196 24	305 49	174 50	60 00	128 00	864 23	625 00
6 Avonmore	383 29	479 11	500 00	.....	763 22	2,125 62	1,516 00
7 Ayr	321 37	321 37	176 54	162 00	461 19	1,442 47	1,040 00
8 Bath	278 59	278 59	1,100 00	65 00	210 59	1,932 77	1,000 00
9 Beaverton	438 14	538 14	1,053 25	336 00	66 12	2,431 65	1,658 45
10 Beeton	493 75	648 75	900 00	344 80	70 35	2,457 65	1,770 00
11 Belmont	293 41	702 55	550 00	208 50	67 85	1,822 31	1,466 27
12 Blenheim	551 95	551 95	1,325 00	120 00	.....	2,548 90	1,860 00
13 Blind River	560 56	.....	1,290 88	100 00	68 00	2,019 44	1,800 00
14 Blyth	276 75	553 50	183 75	179 25	26 00	1,219 25	1,000 00
15 Bothwell	457 76	457 76	970 00	105 00	3 06	1,993 58	1,709 02
16 Bowesville	235 80	155 80	405 00	85 50	17 37	899 47	820 00
17 Bracebridge	1,492 26	.....	1,299 24	488 50	.....	3,280 00	2,905 00
18 Bridgeburg	541 29	541 29	1,447 75	.....	210 60	2,740 93	1,969 87
19 Bruce Mines	892 91	.....	1,384 43	.....	68 97	2,346 31	1,700 00
20 Brussels	564 29	1,128 58	.....	481 85	883 60	3,058 32	1,928 32
21 Burk's Falls	1,129 80	.....	1,276 70	75 50	.....	2,482 00	2,000 00
22 Burlington	543 38	543 38	904 45	185 00	60 30	2,236 51	1,900 00
23 Cannington	221 33	221 33	5,252 49	399 85	.....	6,095 00	1,550 00
24 Cardinal	418 93	518 93	792 98	339 00	.....	2,069 84	1,660 00
25 Carp	1,714 59	1,074 59	1,289 10	249 00	249 17	4,576 45	2,883 00
26*Chatsworth	.....	.....	1,076 28	67 00	2,503 77	3,647 05	800 00
27 Chesterville	561 92	702 40	1,750 00	33 00	847 65	3,894 97	2,015 00
28 Claremont	434 34	434 34	475 00	58 50	474 54	1,876 72	1,459 50
29*Clifford	.....	.....	.....	44 00	500 00	544 00	481 30
30 Coldwater	479 09	479 09	603 73	192 00	587 06	2,340 97	1,710 00
31 Comber	388 70	588 70	400 00	133 70	1,385 11	2,896 21	1,465 00
32 Cookstown	491 42	651 42	842 62	221 63	1,430 87	3,637 96	1,662 98
33 Crediton	255 25	510 00	300 00	173 00	.....	1,238 25	1,050 00
34 Creemore	257 26	347 26	505 98	23 50	.....	1,134 00	940 00
35 Drayton	514 19	664 19	583 22	564 24	100 70	2,426 54	1,963 86
36 Dresden	556 46	556 46	853 37	200 00	.....	2,166 29	1,879 40
37 Drumbo	245 68	245 68	630 12	83 00	459 80	1,664 28	930 00
38 Dundalk	544 10	816 15	800 00	539 00	700 00	3,399 25	2,120 00
39 Durham	632 81	949 21	931 60	586 85	596 78	3,697 25	2,590 00
40 Eganville	286 42	.....	1,016 91	28 00	43 00	1,374 33	665 00
41 Eganville(R.C.S.S)	220 07	220 07	822 55	.....	258 95	1,521 64	1,025 00
42*Elmvale	.....	.....	860 50	24 50	.....	885 00	730 00
43 Ennismore	443 55	443 70	300 00	.....	636 80	1,824 05	1,550 00
44 Erin	252 98	252 98	558 54	158 00	60 00	1,282 50	998 00
45 Exeter	761 57	1,523 14	336 00	754 80	70 80	3,446 31	2,980 83
46 Fenelon Falls	339 05	389 33	1,193 00	45 00	.....	1,966 38	1,502 21
47 Feversham	220 53	330 80	300 00	104 00	9 05	964 38	764 08
48 Finch	455 52	569 40	500 00	169 00	10 42	1,704 34	1,581 76

*Opened in September.

SCHOOLS

CIAL STATEMENT

	penditure						
	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
1	36 00	39 47	30 00	424 92	2,430 39	12 36	Res. $5; non-res. $7.
2	.....	98 00	44 00	803 77	3,825 77	242 43	Town $5; County $10.
3	120 00	176 67	99 18	364 36	2,700 21	85 52	$10.
4	300 00	.....	167 17	122 28	2,990 08	368 78	Res. free; non-res. $10.
5	.....	.....	.....	59 03	684 03	180 20	$10.
6	37 50	.....	67 50	504 62	2,125 62	.....	Free.
7	.....	.....	24 00	41 29	1,105 29	337 18	$10.
8	15 00	.....	200 00	127 00	1,342 00	590 77	Res. free; others $10.
9	202 72	3 50	5 52	561 46	2,431 65	.....	$10.
10	.....	150 00	151 38	334 72	2,406 10	51 55	F. I $8; F's. II and III $10.
11	11 50	25 00	141 63	161 26	1,805 66	16 65	Res. F. I free; others $10.
12	111 68	100 00	19 72	457 50	2,548 90	.....	Res. free; others $10.
13	.....	.....	.....	219,44	2,019 44	.....	$9.
14	.....	30 00	27 58	161 67	1,219 25	.....	$7.50.
15	.....	93 22	42 65	127 46	1,972 35	21 23	Res. free; others $10.
16	.....	.....	35 70	42 26	897 96	1 51	$5.
17	.....	.....	65 00	310 00	3,280 00	.....	Res. F. I $2.50; II $7.50; III. $10; non-res. $7, $12.50, $15.
18	46 83	.....	118 63	371 52	2,506 85	234 08	Free.
19	55 00	.....	289 31	244 00	2,288 31	58 00	Free.
20	.....	50 01	.....	299 72	2,278 05	780 27	Res. F. I $5; II $7.50; III $10; non-res. $10.
21	.....	90 00	100 00	292 00	2,482 00	.....	$5.
22	.....	.....	.....	336 51	2,236 51	.....	$10.
23	.....	.....	.....	45 00	1,595 00	4,500 00	$10.
24	207 00	.....	92 07	110 77	2,069 84	.....	$10.
25	22 60	48 00	15 65	388 71	3,357 96	1,218 49	Res. $5; non-res. $10.
26	1,002 53	300 00	346 82	159 07	2,608 42	1,038 63	Dist. F. I free; all others $10.
27	1,125 28	.....	6 00	748 69	3,894 97	.....	Res. free; non-res. $10.
28	.....	.....	49 31	158 84	1,667 65	209 07	$10 for F's. II and III.
29	.....	.....	62 70	.....	544 00	.....	$10.
30	3 00	10 00	69 54	204 00	1,996 54	344 43	$10.
31	.....	.....	95 16	57 15	1,617 31	1,278 90	$7.
32	93 93	.....	5 40	359 25	2,121 56	1,516 40	$7.50.
33	.....	11,60	43 86	118 89	1,224 35	13 90	1st yr. $10; other yrs. $12.
34	25 00	60 00	29 00	80 00	1,134 00	.....	Res. free; others $10.
35	.....	.....	63 09	399 59	2,426 54	.....	$9.
36	.....	.....	.....	286 89	2,166 29	.....	Lower Sch. res. free; non-res. $6; Middle School $10.
37	120 49	11 30	29 89	166 39	1,258 07	406 21	$5.
38	25 50	13 20	88 23	201 21	2,448 14	951 11	$10.
39	.....	.....	.....	471 08	3,061 08	636 17	$7.50.
40	.....	.....	441 23	268 10	1,374 33	.....	Res. free; non-res. $10.
41	257 14	8 25	13 10	216 28	1,519 77	1 87	Free.
42	125 00	.....	.....	30 00	885 00	.....	Res. F. I free; II $5; III $10; non-res. F's. I. & II. $5; III $10.
43	24 00	3 00	124 35	122 70	1,824 05	.....	Free.
44	46 25	.....	110 75	127 50	1,282 50	.....	Lower School free; others $9.
45	.....	.....	134 43	321 71	3,436 97	9 34	Res. 1st yr. free; all others $10.
46	223 35	.....	96 52	144 30	1,966 38	.....	Res. free; non-res. $10.
47	.....	.....	.....	14 00	778 08	186 30	$10.
48	10 50	.....	27 25	79 17	1,698 68	5 66	$10.

CONTINUATION

I. TABLE H—FINAN-

Continuation Schools	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
49*Fingal	.....	150 00	6,026 85	32 00	.....	6,208 85	440 00
50 Fitzroy Harbour	260 34	285 34	700 00	64 00	109 47	1,419 15	900 00
51 Flesherton	599 84	899 76	1,388 70	.....	511 31	3,399 61	1,970 00
52 Fort Frances	773 15	.....	1,915 35	.....	.....	2,688 50	2,170 00
53 Gore Bay	986 66	.....	692 02	358 50	.....	2,037 18	1,900 00
54 Grand Valley	446 08	170 00	1,153 92	165 00	20 00	1,955 00	1,665 00
55 Hanover	505 64	758 46	328 00	154 00	304 00	2,050 10	1,819 49
56 Harrow	241 03	241 03	604 82	53 00	.....	1,139 88	870 00
57 Havelock	516 98	516 98	1,300 22	57 00	32 43	2,423 61	1,900 00
58 Highgate	519 56	519 56	1,100 00	206 50	1,219 91	3,565 53	1,920 00
59 Huntsville	1,094 40	.....	953 85	165 50	149 17	2,362 92	2,000 00
60 Jarvis	215 16	415 16	402 17	97 50	.....	1,129 99	820 00
61 Jockvale	224 25	404 25	253 26	48 00	116 43	1,046 19	811 00
62 Kars	207 95	507 95	72 77	.....	.....	788 67	750 00
63 Keewatin	1,083 94	.....	1,763 84	.....	.....	2,847 78	2,010 00
64 Kenmore	295 33	295 33	700 00	216 50	900 69	2,407 85	1,460 80
65 Kinburn	235 23	260 23	600 00	.....	591 37	1,686 83	900 00
66 Lakefield	517 17	517 17	1,200 00	.....	266 32	2,500 66	1,840 00
67 Lanark	412 29	412 29	592 48	247 25	1,327 74	2,992 05	1,393 36
68 Little Current	533 70	.....	616 40	20 00	.....	1,170 10	1,000 00
69 Lucknow	563 49	763 49	810 00	330 50	46 58	2,514 06	2,050 00
70 Malakoff	238 82	668 82	194 03	.....	2 46	1,154 13	924 00
71 Manotick	237 44	237 44	500 00	34 00	187 65	1,196 53	795 00
72 Manitowaning	430 53	.....	338 62	85 00	2 41	856 56	640 00
73 Markdale	1,990 39	1,385 58	600 43	391 75	509 56	4,877 71	3,505 00
74 Maxville	233 50	291 88	115 67	191 50	.....	832 55	800 00
75 Melbourne	404 88	737 61	702 44	203 73	156 09	2,204 75	1,518 94
76 Merlin	239 53	239 53	300 00	151 00	394 42	1,324 48	834 92
77 Merrickville	423 45	423 45	908 10	62 50	34 00	1,851 50	1,445 00
78 Metcalfe	261 42	261 42	800 00	39 00	390 24	1,752 08	1,184 40
79 Millbrook	425 36	625 36	650 00	.....	57 08	1,757 80	1,400 00
80 Milton	506 64	506 64	1,483 44	212 50	72	2,709 94	1,950 00
81 Morewood	577 37	721 71	1,950 00	85 00	76 65	3,410 73	2,100 00
82 Mount Albert	422 51	422 51	500 00	204 00	582 12	2,131 14	1,360 00
83 Munster	123 50	330 00	300 00	43 50	50 54	847 54	741 40
84 New Hamburg	492 35	492 35	962 75	98 25	.....	2,045 70	1,790 00
85 New Liskeard	2,827 64	.....	1,545 36	.....	.....	4,373 00	2,930 00
86 North Augusta	390 98	490 98	500 00	219 00	91 11	1,692 07	1,470 00
87 North Gower	258 77	258 77	382 36	137 25	.....	1,037 15	900 00
88 Norwich	500 68	650 68	480 64	283 00	100 00	2,015 00	1,620 00
89 Odessa	495 89	1,255 47	1,021 75	56 25	.....	2,829 36	1,800 00
90 Oil Springs	433 36	1,091 91	184 30	177 55	16 85	1,903 97	1,700 00
91 Orono	232 62	357 62	1,100 00	.....	839 39	2,529 63	1,252 00
92 Paisley	482 36	682 36	134 60	371 00	252 68	1,923 00	1,730 00
93 Pakenham	549 98	549 98	1,132 00	630 00	1,324 47	4,186 43	2,300 00
94 Palmerston	590 67	740 67	1,552 05	.....	.....	2,883 39	1,910 00

*Opened in September.

SCHOOLS—Continued

CIAL STATEMENT—Continued

penditure

	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
49	5,350 00	.....	322 85	96 00	6,208 85	.....	Res. free; non-res. $10.
50	.....	.....	58 07	316 66	1,274 73	144 42	$5.
51	85 15	37 10	197 24	692 97	2,982 46	417 15	Free,
52	.....	.....	46 05	472 45	2,688 50	.....	Free.
53	.....	.....	2 07	135 11	2,037 18	.....	$10.
54	.....	.....	112 00	178 00	1,955 00	.....	$8.
55	.....	.....	19 88	72 00	1,911 37	138 73	Res. F. I free; all others $10,
56	100 00	.....	86 88	83 00	1,139 88	.....	Res. free; non-res. $10.
57	142 85	12 00	54 90	312 26	2,422 01	1 60	Res. $3; non-res. $6.
58	.....	2 50	21 75	476 97	2,421 22	1,144 31	F. I, Res. free; non-res, $4.50; all others $7.50.
59	.....	.....	76 57	126 35	2,202 92	160 00	Lower School, res. free; non-res. $7.50; others $10.
60	.....	.....	217 82	92 17	1,129 99	.....	Res. free; non-res. $7.50
61	.....	4 08	27 85	201 62	1,044 55	1 64	$5.
62	.....	.....	.....	38 67	788 67	.....	Free.
63	196 43	.....	59 00	582 35	2,847 78	.....	Free.
64	264 69	1 00	232 29	449 07	2,407 85	.....	$10.
65	.....	.....	.....	337 73	1,237 73	449 10	Free.
66	40 00	58 00	70 00	484 25	2,492 25	8 41	Free.
67	.....	.....	33 00	250 65	1,677 01	1,315 04	Res. free; non-res. $10.
68	30 10	.....	25 00	115 00	1,170 10	.....	Res. free; non-res. $10.
69	100 00	25 00	.....	330 00	2,505 00	9 06	Res. $5; non-res. $10.
70	.....	.....	4 10	52 82	980 92	173 21	Free.
71	20 50	.....	20 11	158 70	994 31	202 22	$5.
72	21 24	.....	46 05	57 20	764 49	92 07	$10.
73	14 60	64 00	198 43	755 34	4,537 37	340 34	$10.
74	.....	.....	.....	32 55	832 55	.....	Res. $5; non-res. $10.
75	93 18	4 60	9 13	269 20	1,895 05	309 70	Res. free; non-res. $10.
76	.....	.....	202 54	287 02	1,324 48	.....	$10.
77	220 05	.....	.....	186 45	1,851 50	.....	$5.
78	107 75	.....	.....	144 03	1,436 18	315 90	Res. free; non-res. $10.
79	.....	59 22	59 84	202 10	1,721 16	36 64	Free.
80	.....	303 50	207 80	247 52	2,708 82	1 12	$7.
81	135 80	13 80	62 56	850 98	3,163 14	247 59	Res. free; non-res. $10.
82	.....	.....	22 57	663 15	2,045 72	85 42	$10.
83	.....	75	45 31	29 22	816 68	30 86	$5 to $10.
84	.....	.....	130 70	125 00	2,045 70	.....	Res. free; non-res. Lower Sch. $7.50; Middle School $10.
85	55 60	18 77	285 23	286 89	3,576 49	796 51	Free.
86	117 61	.....	.....	99 68	1,687 29	4 78	Res. 1st yr. free; all others $10.
87	.....	.....	30 00	107 15	1,037 15	.....	$7.50.
88	18 00	.....	82 00	195 00	1,915 00	100 00	Res. $3; non-res. $6.
89	79 61	.....	82 24	289 49	2,251 34	578 02	Res. free; non-res. $5.
90	40 00	13 27	16 10	134 60	1,903 97	.....	F. I free; F's II & III res. $5, non-res. $10.
91	35 26	159 27	99 35	173 52	1,719 40	810 23	Free.
92	.....	.....	.....	193 00	1,923 00	.....	Res. L. Sch. $5, M. $12.50; non-res. L. Sch. $10, M. $12.50.
93	39 75	127 23	187 39	235 07	2,889 44	1,296 99	$10.
94	477 94	245 00	66 72	183 73	2,883 39	.....	Free.

CONTINUATION

I. TABLE H—FINAN-

Continuation Schools	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
95 Parry Sound....	1,659 32	.....	2,715 96	151 00	.....	4,526 28	3,840 00
96 Plattsville	273 66	289 47	648 10	203 75	252 82	1,667 80	1,000 00
97 Port Burwell ...	427 14	1,067 85	500 00	20 00	189 32	2,204 31	1,528 58
98 Powassan	546 40	.....	500 00	131 00	90 27	1,267 67	1,000 00
99 Princeton.....	287 01	287 01	570 00	7 50	931 10	2,082 62	1,060 00
100 Richard's Land'g.	432 10	.....	535 00	75 00	224 79	1,266 89	800 00
101 Richmond	242 04	292 04	460 27	107 50	.....	1,101 85	900 00
102 Ridgeway	516 17	516 17	1,519 08	.....	.....	2,551 42	1,870 00
103 Ripley.....	281 80	481 80	236 07	176 00	.....	1,175 67	915 05
104 Rodney	328 65	821 62	198 51	.....	.....	1,348 78	1,097 78
105 Russell	260 01	.....	900 00	56 00	110 35	1,326 36	915 00
106 St. George	243 21	243 21	756 41	36 00	.....	1,278 83	800 00
107 Schomberg.....	208 19	226 90	391 00	40 75	30 35	897 19	769 19
108 Shelburne	706 83	215 00	1,700 00	417 50	106 39	3,145 72	2,450 00
109 Southampton....	456 92	656 92	538 44	252 60	76 70	1,981 58	1,540 00
110 Spencerville	284 68	384 68	300 00	185 50	712 29	1,867 15	1,049 50
111 Springfield	280 65	701 63	805 99	95 00	13 90	1,897 17	1,731 30
112 Stayner	458 99	621 49	439 75	317 25	42 75	1,880 23	1,635 00
113 Stella	157 50	157 50	200 00	300 00	.....	815 00	640 00
114 Stouffville.....	512 71	614 71	676 79	325 00	.....	2,129 21	1,830 00
115 Sturgeon Falls .	355 77	.....	1,295 50	75 80	163 23	1,890 30	1,000 00
116*Sutton	.....	.....	1,782 59	52 00	.....	1,834 59	400 00
117 Tamworth.....	280 44	.....	1,088 83	104 50	745 78	2,219 55	1,700 00
118 Tara	304 40	504 40	378 81	259 00	.....	1,446 61	1,000 00
119 Tavistock	296 13	296 13	640 00	18 50	.....	1,250 76	1,020 00
120 Teeswater	297 88	497 88	1,275 00	271 00	797 52	3,139 28	1,340 00
121 Thamesville	509 23	509 23	346 19	69 00	31 00	1,464 65	1,350 00
122 Thessalon	1,199 12	.....	983 99	.....	.....	2,183 11	1,820 00
123 Thornbury	473 33	710 00	744 51	95 00	.....	2,022 84	1,837 84
124 Tilbury.	452 14	452 14	1,027 75	235 75	600 00	2,767 78	1,652 00
125 Tottenham.....	458 67	618 67	586 00	440 00	.....	2,103 34	1,620 00
126 Tweed.....	463 31	763 31	800 00	290 00	106 02	2,422 64	1,690 00
127*Vernon	.....	120 00	214 18	36 00	7 75	377 93	297 10
128 Wallaceburg	580 93	580 93	1,507 90	67 50	.....	2,737 26	2,150 00
129 Warkworth	484 26	884 26	986 36	474 50	37 00	2,866 38	1,857 49
130 Webbwood	526 23	.....	703 08	.....	.....	1,229 31	900 00
131 West Lorne	282 98	707 45	437 77	.....	734 26	2,162 46	1,240 00
132 Westmeath.....	193 74	193 74	400 00	88 50	58 49	934 47	693 87
133 Westport(R.C.S.S)	169 62	123 50	400 00	12 00	233 40	938 52	500 00
134 Westport	260 56	352 75	434 85	29 50	.....	1,077 66	870 00
135 Wheatley	212 26	212 26	502 05	147 00	.....	1,073 57	900 00
136 Winchester	539 61	674 51	1,100 00	86 00	296 90	2,697 02	2,060 00
137*Wolfe Island....	.....	.....	100 00	.....	228 22	328 22	200 00
138 Wroxeter	396 49	792 98	112 50	167 25	720 00	2,189 28	1,470 00
1 Totals, 1912.....	64,080 71	60,351 81	116,780 72	20,968 65	33,078 93	295,260 82	202,875 49
2 Totals, 1911.....	59,875 42	54,598 73	86,983 56	20,104 20	54,929 64	276,491 55	177,057 29
3 Increases	4,205 29	5,753 08	29,797 16	864 45	.....	18,769 27	25,818 20
4 Decreases.....	.....	.....	.....	.....	21,850 71	.....	.....
5 Percentages.....	21.70	20.44	39.55	7.10	11.20	.....	76.53

*Opened in September.

SCHOOLS—Continued

CIAL STATEMENT—Concluded

penditure							
	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
95	84 36	.....	.....	601 92	4,526 28	.....	Res. free; non-res. $10.
96	52 71	.....	99 43	196 55	1,348 69	319 11	Res. $5; non-res. $10.
97	16 83	2 25	49 61	145 77	1,743 04	461 27	Res. free; non-res. $5.
98	.....	.....	.....	184 54	1,184 54	83 13	Res. $10; non-res. $15.
99	.....	15 63	38 31	157 68	1,271 62	811 00	Res. free; non-res. $4.50.
100	25 00	10 63	6 19	82 95	924 77	342 12	$5.
101	10 65	10 21	86 43	94 56	1,101 85	.....	Res. $5; non-res. $10.
102	121 31	54 09	346 47	159 55	2,551 42	.....	Free.
103	67 33	16 75	31 14	145 40	1,175 67	.....	Res. $8; non-res. $10.
104	.....	25 00	75 00	151 00	1,348 78	.....	Free.
105	20 52	.....	76 69	195 54	1,207 75	118 61	$10.
106	375 00	.....	.....	103 83	1,278 83	.....	Res. free; non-res. $2.50.
107	58 00	.....	.....	70 00	897 19	.....	F. I free; others $5.
108	157 50	21 64	.....	510 16	3,139 30	6 42	$10.
109	.....	110 35	.....	331 23	1,981 58	.....	$8.
110	.....	.....	26 27	121 57	1,197 34	669 81	$10.
111	.....	31 12	30 00	104 75	1,897 17	.....	$10.
112	.....	.....	137 63	107 60	1,880 23	.....	Res. $5; non-res., $10.
113	50 00	10 00	40 00	75 00	815 00	.....	$30 for each family represent'd.
114	.....	.....	43 87	255 34	2,129 21	.....	$10.
115	.....	.....	404 20	327 75	1,731 95	158 35	$10.
116	582 97	.....	228 00	123 62	1,334 59	500 00	$10.
117	.....	.....	357 70	161 85	2,219 55	.....	Res. free; non-res, $10.
118	.....	68 87	208 21	169 53	1,446 61	.....	$10.
119	.....	.....	97 47	114 38	1,231 85	18 91	Res. $5; non-res $10.
120	715 00	220 30	65 71	177 00	2,518 01	621 27	1st yr. $5; 2nd $7.50; 3rd $10.
121	.....	.....	.....	114 65	1,464 65	.....	Res. free; non-res. $10.
122	.....	.....	132 38	230 73	2,183 11	.....	Free.
123	.....	.....	.....	185 00	2,022 84	.....	$5.
124	250 00	.....	50 00	350 00	2,302 00	465 78	$10.
125	.....	50 00	50 00	383 34	2,103 34	.....	$10.
126	150 00	.....	189 90	207 50	2,237 40	185 24	Res. $5; non-res. $10.
127	.....	.....	10 00	70 83	377 93	.....	$10.
128	.....	.....	403 44	183 82	2,737 26	.....	Res. free; non-res. $10.
129	.....	.....	141 93	866 96	2,866 38	.....	Res. F. I $2; F. II $3; F. III $5.
130	88 69	.....	19 35	221 27	1,229 31	.....	Free.
131	197 72	38 30	67 72	106 90	1,650 64	511 82	Free.
132	7 65	.....	94 80	124 10	920 42	14 05	$10.
133	35 89	.....	58 05	100 00	693 94	244 58	Res. free; non-res. $5.
134	99 80	.....	107 86	.....	1,077 66	.....	Res. free; non-res $5.
135	.....	.....	101 10	72 47	1,073 57	.....	$10.
136	43 43	.....	1 96	458 18	2,563 57	133 45	Res. free; non-res. $10.
137	70 66	49 56	.....	8 00	328 22	.....	Res. free; non-res. $10.
138	434 62	.....	139 76	144 90	2,189 28	.....	$5 to $10.
1	15,749 55	3,205 01	11,111 29	32,146 49	265,087 83	30,172 99	50 free; 88 not free.
2	40,907 51	1,614 07	8,059 37	24,442 34	252,080 58	24,410 97	45 free; 84 not free.
3	.....	1,590 94	3,051 92	7,704 15	13,007 25	5,762 02	5 free; 4 not free.
4	24,157 96	.....	.....	.....	.....	.....	
5	5.94	1.21	4.19	12.12	.....	.....	36.23 free; 63.76 not free.

Cost, per pupil, enrolled attendance, $13.49; average attendance, $70.18.

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS AND

Continuation Schools	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Total number of Pupils	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing C. S. District or School Section	Other Sections	No. of other Sections thus represented
1 Acton	17	31	48	24	27	21	.....	35	13	5
2 Alliston	45	71	116	73	76	40	.....	52	64	22
3 Alvinston	29	32	61	39	37	24	.....	25	36	14
4 Amherstburg	20	43	63	31	45	18	.....	57	6	4
5 Arkona	6	9	15	6	15	.....	.....	6	9	3
6 Avonmore	12	13	25	22	19	6	.....	12	13	7
7 Ayr	14	14	28	14	17	11	.....	18	10	4
8 Bath	12	19	31	21	22	9	.....	22	9	3
9 Beaverton	34	40	74	41	55	19	.....	60	14	6
10 Beeton	25	26	51	33	7	44	.....	26	25	7
11 Belmont	11	28	39	26	30	9	.....	21	18	7
12 Blenheim	32	39	71	36	49	22	.....	47	24	9
13 Blind River	11	13	24	14	13	11	.....	23	1	1
14 Blyth	16	20	36	22	16	20	.....	17	19	8
15 Bothwell	14	20	34	32	22	12	.....	29	5	3
16 Bowesville	10	14	24	17	15	9	.....	14	10	4
17 Bracebridge	36	64	100	66	75	24	1	66	34	31
18 Bridgeburg	23	24	47	29	43	4	.....	43	4	3
19 Bruce Mines	11	24	35	19	17	18	.....	35	.....	....
20 Brussels	32	44	76	56	52	24	.....	33	43	9
21 Burk's Falls	17	26	43	28	28	15	.....	37	6	3
22 Burlington	21	25	46	24	28	18	.....	41	5	1
23 Cannington	32	30	62	33	42	20	.....	32	30	10
24 Cardinal	24	25	49	30	31	18	.....	39	10	3
25 Carp	19	30	49	31	31	18	.....	20	29	18
26*Chatsworth	13	30	43	39	35	8	.....	36	7	6
27 Chesterville	40	43	83	52	65	18	.....	71	12	8
28 Claremont	9	11	20	11	12	8	.....	11	9	5
29*Clifford	9	13	22	20	22	.....	.....	16	6	5
30 Coldwater	9	23	32	18	17	15	.....	25	7	2
31 Comber	15	19	34	15	21	13	.....	32	2	2
32 Cookstown	21	23	44	28	29	15	.....	36	8	5
33 Crediton	12	10	22	13	16	6	.....	16	6	4
34 Creemore	18	25	43	27	23	20	.....	32	11	7
35 Drayton	35	60	95	60	41	54	.....	36	59	25
36 Dresden	27	54	81	47	61	20	.....	68	13	5
37 Drumbo	10	14	24	15	16	8	.....	16	8	4
38 Dundalk	33	44	77	49	52	25	.....	32	45	21
39 Durham	41	74	115	75	79	36	.....	37	78	24
40 Eganville	7	18	25	9	25	.....	.....	21	4	3
41 Eganville (R.C.S.S.)	18	36	54	34	38	16	.....	36	18	17
42*Elmvale	9	17	26	22	22	4	.....	25	1	1
43 Ennismore	23	22	45	31	22	23	.....	37	8	5
44 Erin	17	22	39	24	28	11	.....	20	19	8
45 Exeter	67	56	123	82	84	39	.....	56	67	21
46 Fenelon Falls	20	19	39	24	22	17	.....	30	9	4
47 Feversham	6	16	22	11	22	.....	.....	11	11	5
48 Finch	10	20	30	16	28	2	.....	21	9	7
49*Fingal	12	17	29	26	29	.....	.....	20	9	4
50 Fitzroy Harbour	6	12	18	12	9	9	.....	10	8	6
51 Flesherton	15	50	65	41	38	27	.....	58	7	2
52 Fort Frances	6	19	25	14	22	3	.....	17	8	6
53 Gore Bay	18	29	47	30	37	10	.....	28	19	9
54 Grand Valley	23	36	59	37	31	28	.....	40	19	5
55 Hanover	25	23	48	29	32	16	.....	40	8	4
56 Harrow	14	16	30	17	22	8	.....	22	8	5

*Opened in September.

SCHOOLS—Continued

IN THE VARIOUS SUBJECTS, ETC.

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects										
	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History	Geography	Reading	Arithmetic and Mensuration	Algebra
1	4	19	....	....	8	17	....	....	27	48	48	48	48	21	....	27	27	27	48
2	25	52	5	3	8	15	3	5	76	116	116	116	116	40	....	76	76	76	116
3	2	38	1	....	5	15	....	....	37	61	61	61	61	24	....	37	37	37	61
4	11	6	5	1	23	14	1	2	32	63	63	49	49	18	....	49	51	51	45
5	....	11	....	....	2	....	2	....	15	15	15	15	15	....	....	15	15	15	15
6	....	19	....	....	2	....	4	....	19	25	25	25	25	6	....	19	19	19	25
7	7	18	....	....	1	1	1	....	28	28	28	28	28	11	....	17	28	17	28
8	3	10	4	....	5	2	7	....	22	31	31	31	31	9	....	22	22	22	31
9	10	18	2	3	16	14	7	4	55	74	74	74	74	19	....	55	55	55	74
10	7	22	1	....	10	7	3	1	35	51	51	51	51	16	....	35	35	35	51
11	....	29	....	1	3	1	2	3	29	39	39	39	39	10	....	29	29	29	39
12	5	33	4	....	10	6	6	7	49	70	70	70	70	21	....	49	49	49	71
13	2	1	1	....	1	2	17	....	22	24	24	24	24	9	....	15	15	17	24
14	5	19	2	....	5	4	1	....	16	36	36	36	36	20	....	16	16	16	36
15	7	11	....	....	16	....	....	....	34	34	34	34	34	12	....	34	34	22	34
16	....	24	....	....	....	....	....	....	15	24	24	24	24	9	....	15	15	15	24
17	10	21	1	....	6	14	48	....	75	100	100	99	100	24	1	75	75	75	100
18	10	2	....	....	33	2	....	....	47	47	47	47	47	6	....	41	41	41	47
19	....	6	....	....	1	....	27	1	17	35	35	35	35	18	18	17	17	17	35
20	....	41	5	1	19	4	6	....	56	76	76	76	76	76	....	56	56	56	76
21	8	11	....	....	10	3	11	....	37	43	43	43	43	15	....	43	37	28	43
22	9	27	6	....	....	3	1	....	33	46	46	46	46	13	....	33	33	33	46
23	6	30	3	2	6	3	7	5	40	40	40	40	25	4	....	40	36	40	40
24	8	11	2	....	5	15	5	3	25	37	37	27	22	12	....	25	25	25	37
25	1	38	3	....	3	....	4	....	31	49	49	49	49	18	....	31	31	31	49
26	7	33	1	....	....	....	2	....	35	43	43	43	43	8	....	35	35	35	43
27	18	30	6	....	18	....	11	....	65	83	83	83	83	18	....	65	83	65	83
28	1	11	1	....	4	....	1	2	12	20	20	20	20	8	....	12	20	12	20
29	3	4	1	....	5	5	....	4	21	22	22	22	22	22	....	22	22	22	22
30	13	11	2	....	1	2	3	....	17	32	32	32	32	15	....	17	17	17	32
31	12	10	1	....	2	5	1	3	34	34	34	34	34	13	....	25	25	34	33
32	1	27	....	....	6	1	9	....	33	44	44	44	44	15	....	33	44	33	44
33	3	14	1	....	4	....	....	....	12	18	18	18	18	6	....	12	12	12	18
34	4	8	5	2	10	2	12	....	43	43	43	43	43	20	....	23	32	43	43
35	....	62	4	....	12	1	14	2	95	95	95	95	95	54	....	54	41	54	95
36	40	12	6	2	5	10	6	....	81	81	81	81	81	20	....	56	81	56	81
37	....	10	1	....	2	5	4	2	23	24	24	24	24	8	....	23	23	23	23
38	2	50	....	2	12	....	8	3	52	77	77	77	77	25	....	77	52	52	77
39	2	68	5	1	14	13	8	4	79	115	115	115	115	46	....	79	79	79	115
40	5	7	3	....	2	3	5	....	25	25	25	25	25	....	....	25	25	25	25
41	11	25	3	....	8	3	4	....	38	54	54	54	54	16	....	38	16	38	54
42	6	10	2	....	3	3	2	....	18	22	22	22	22	4	....	18	22	22	22
43	....	45	....	....	....	....	....	....	22	45	45	45	45	23	....	22	22	22	45
44	2	22	4	....	....	....	11	....	28	39	39	39	39	11	....	28	28	28	39
45	29	53	4	2	8	9	11	7	84	123	123	123	123	39	39	84	84	84	104
46	5	9	1	....	5	10	9	....	39	39	39	39	39	17	....	22	39	39	39
47	2	20	....	....	....	....	....	....	22	22	22	22	22	22	....	22	22	22	22
48	4	16	1	....	8	....	....	1	27	30	30	30	30	2	....	27	27	28	30
49	2	18	1	....	7	1	....	....	29	29	29	29	29	....	....	29	29	29	29
50	....	15	....	....	2	1	....	....	9	18	18	18	18	9	....	9	9	9	18
51	10	40	....	....	10	5	....	....	38	65	65	65	65	27	....	38	65	38	65
52	12	6	....	1	3	2	1	....	24	25	24	24	24	3	....	24	25	22	24
53	....	19	5	....	4	3	6	10	37	46	46	46	46	9	....	37	37	37	47
54	10	33	4	....	2	....	2	8	31	59	59	59	59	28	....	31	31	31	59
55	12	9	2	....	14	7	3	1	48	48	48	48	48	32	....	32	32	48	48
56	....	6	....	....	6	10	7	1	22	30	30	30	30	8	....	22	22	22	30

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools	Number of Pupils in the Various Subjects—Continued							
	Geometry	Trigonometry	French	German	Latin	Zoology	Botany	Chemistry
1 Acton	48	.....	31	.....	31	27	27	48
2 Alliston	116	.....	52	.....	44	76	76	65
3 Alvinston	61	.....	33	.....	44	37	37	36
4 Amherstburg	45	.....	29	.....	28	.....	28	38
5 Arkona	15	.....	.....	.....	15	15	15	3
6 Avonmore	25	.....	23	.....	23	19	19	19
7 Ayr	28	.....	18	.....	25	17	17	11
8 Bath	31	.....	.....	.....	20	22	22	23
9 Beaverton	52	.....	32	.....	30	55	55	41
10 Beeton	51	.....	45	.....	50	35	35	33
11 Belmont	39	.....	21	.....	34	29	29	28
12 Blenheim	71	.....	38	.....	40	49	49	37
13 Blind River	24	.....	20	.....	23	15	15	19
14 Blyth	36	.....	16	.....	20	16	16	36
15 Bothwell	34	.....	18	.....	32	22	22	17
16 Bowesville	24	.....	12	.....	13	15	15	24
17 Bracebridge	100	1	35	6	72	76	76	54
18 Bridgeburg	21	.....	38	.....	38	37	37	37
19 Bruce Mines	35	.....	30	.....	30	17	17	22
20 Brussels	76	.....	22	1	71	55	55	44
21 Burk's Falls	43	.....	17	.....	35	28	28	43
22 Burlington	46	.....	46	.....	46	33	33	46
23 Cannington	40	.....	31	3	34	36	36	5
24 Cardinal	37	.....	35	.....	32	25	25	37
25 Carp	49	.....	41	.....	46	31	31	49
26 Chatsworth	38	.....	28	1	38	30	30	15
27 Chesterville	83	.....	82	.....	79	65	65	36
28 Claremont	20	.....	20	.....	19	12	12	12
29 Clifford	22	.....	21	.....	22	22	22	3
30 Coldwater	32	.....	17	.....	30	17	17	20
31 Comber	33	.....	21	.....	22	25	25	16
32 Cookstown	44	.....	33	.....	44	33	33	44
33 Crediton	18	.....	.....	16	18	12	12	12
34 Creemore	43	.....	25	.....	41	32	32	31
35 Drayton	95	.....	60	.....	80	54	54	95
36 Dresden	81	.....	45	.....	72	61	61	81
37 Drumbo	23	.....	6	.....	16	23	23	24
38 Dundalk	77	.....	57	.....	72	52	52	52
39 Durham	115	.....	75	.....	80	79	79	.....
40 Eganville	25	.....	8	.....	16	25	25	8
41 Eganville (R.C.S.S.)	54	.....	18	.....	18	27	27	41
42 Elmvale	22	.....	20	.....	21	18	18	22
43 Ennismore	45	.....	28	.....	33	22	22	45
44 Erin	39	.....	15	.....	39	28	28	23
45 Exeter	104	.....	66	.....	104	64	64	104
46 Fenelon Falls	23	.....	23	5	37	30	30	23
47 Feversham	22	.....	4	.....	10	.....	22	22
48 Finch	30	.....	27	.....	28	28	28	30
49 Fingal	29	.....	6	.....	10	.....	29	14
50 Fitzroy Harbour	18	.....	6	.....	7	9	9	18
51 Flesherton	65	.....	18	.....	50	38	38	46
52 Fort Frances	24	.....	.....	.....	22	21	21	24
53 Gore Bay	46	1	29	.....	35	36	36	31
54 Grand Valley	59	.....	55	.....	55	31	31	59
55 Hanover	48	.....	.....	40	41	32	32	48
56 Harrow	30	.....	20	.....	26	30	30	30

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued								Special Courses		
	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture.	Commercial	Agriculture	Art (Middle School)
1	48	.....	27	27	.....	.....	27	.....	.....	.....	.....
2	116	.....	45	45	.....	.....	76	.....	.....	.....	.....
3	61	.....	37	21	.....	.....	37	.....	.....	.....	.....
4	42	.....	51	45	18	22	28	.....	.....	.....	.....
5	15	.....	15	15	.....	.....	15	.....	.....	.....	.....
6	25	.....	19	19	.....	.....	19	.....	.....	.....	.....
7	28	.....	17	17	.....	.....	17	.....	.....	.....	.....
8	31	.....	8	22	.....	.....	22	.....	.....	.....	.....
9	74	.....	22	55	.....	.....	55	.....	.....	.....	.....
10	33	.....	35	35	.....	.....	35	51	.....	.....	.....
11	39	.....	29	29	.....	.....	29	39	.....	.....	.....
12	71	.....	49	49	.....	.....	49	.....	.....	.....	.....
13	23	.....	15	15	.....	.....	15	.....	.....	.....	.....
14	36	.....	16	16	.....	.....	16	.....	.....	.....	.....
15	34	.....	34	22	.....	.....	22	34	.....	22	.....
16	24	.....	15	15	.....	.....	15	24	.....	.....	.....
17	100	.....	75	30	.....	.....	82	.....	.....	.....	7
18	37	.....	47	41	10	10	41	47	10	.....	.....
19	35	.....	17	17	.....	.....	17	35	.....	.....	.....
20	76	.....	56	56	.....	.....	56	76	.....	.....	.....
21	43	.....	28	28	.....	.....	28	.....	.....	.....	.....
22	46	.....	33	.....	.....	.....	33	.....	.....	.....	.....
23	40	.....	16	36	.....	.....	36	.....	.....	.....	.....
24	37	.....	27	27	.....	.....	27	.....	.....	.....	.....
25	49	.....	31	31	.....	.....	31	.....	.....	.....	.....
26	38	.....	35	35	.....	.....	35	.....	.....	.....	.....
27	83	.....	65	65	.....	.....	65	.....	.....	.....	.....
28	20	.....	12	12	.....	.....	12	20	.....	.....	.....
29	22	.....	20	21	.....	.....	21	.....	.....	.....	.....
30	32	.....	17	17	.....	.....	17	.....	.....	.....	.....
31	33	.....	25	25	.....	.....	25	.....	.....	.....	.....
32	44	.....	33	33	.....	.....	35	44	.....	.....	.....
33	18	.....	12	12	.....	.....	12	.....	.....	.....	.....
34	43	.....	32	38	.....	.....	32	.....	.....	.....	.....
35	95	.....	54	54	.....	.....	54	.....	.....	.....	.....
36	81	.....	56	54	.....	.....	62	81	.....	.....	3
37	24	.....	23	23	.....	.....	23	.....	.....	.....	.....
38	77	.....	52	52	.....	.....	52	.....	.....	.....	.....
39	115	.....	79	79	.....	.....	79	.....	.....	.....	.....
40	25	.....	25	25	.....	.....	25	.....	.....	.....	.....
41	54	.....	54	27	.....	.....	36	54	.....	.....	9
42	22	.....	18	18	.....	.....	22	22	18	18	4
43	45	.....	22	22	.....	.....	22	.....	.....	.....	.....
44	39	.....	28	28	.....	.....	28	39	.....	.....	.....
45	104	.....	84	57	19	19	90	123	19	.....	.....
46	30	.....	23	22	.....	.....	22	.....	.....	.....	.....
47	22	.....	.....	22	.....	.....	22	.....	.....	.....	.....
48	30	.....	25	27	.....	.....	28	.....	.....	.....	.....
49	29	.....	29	29	.....	.....	29	.....	.....	.....	.....
50	18	.....	9	9	.....	.....	9	.....	.....	.....	.....
51	65	.....	65	38	.....	.....	38	65	.....	38	.....
52	24	.....	22	22	4	.....	24	.....	.....	.....	.....
53	45	.....	28	37	.....	.....	37	.....	.....	25	.....
54	59	.....	31	31	.....	.....	31	.....	.....	.....	.....
55	48	.....	48	32	.....	.....	32	48	.....	.....	.....
56	30	.....	22	22	.....	.....	22	22	.....	4	.....

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Totals	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing C. S. District or School Section	Other Sections	No. of other Sections thus represented
57 Havelock	20	26	46	27	31	15	.....	41	5	5
58 Highgate	29	27	56	31	37	19	.....	25	31	8
59 Huntsville	20	47	67	43	49	18	.....	48	19	4
60 Jarvis	13	14	27	16	27	.....	.....	14	13	9
61 Jockvale	7	12	19	12	13	6	.....	9	10	3
62 Kars	6	9	15	6	9	6	.....	14	1	1
63 Keewatin	13	19	32	25	28	4	.....	32	.....	..
64 Kenmore	13	19	32	21	24	8	.....	19	13	5
65 Kinburn	7	11	18	9	15	3	.....	15	3	3
66 Lakefield	43	23	66	45	32	28	6	13	53	4
67 Lanark	23	59	82	55	56	26	.....	42	40	18
68 Little Current	7	19	26	12	26	.....	.....	21	5	4
69 Lucknow	45	25	70	40	32	38	.....	40	30	8
70 Malakoff	6	9	15	7	7	8	.....	15	.....	..
71 Manotick	7	14	21	10	17	4	.....	7	14	5
72 Manitowaning	3	11	14	8	12	2	.....	8	6	3
73 Markdale	24	34	58	35	39	19	.....	45	13	5
74 Maxville	9	23	32	24	32	.....	.....	17	15	9
75 Melbourne	19	25	44	26	30	14	.....	13	31	10
76 Merlin	12	15	27	17	24	3	.....	20	7	6
77 Merrickville	16	26	42	35	30	12	.....	30	12	8
78 Metcalfe	12	25	37	23	27	10	.....	21	16	11
79 Millbrook	19	36	55	34	36	19	.....	38	17	13
80 Milton	24	28	52	32	40	12	.....	40	12	6
81 Morewood	37	27	64	42	42	22	.....	52	12	....
82 Mount Albert	21	20	41	29	27	14	.....	18	23	6
83 Munster	8	8	16	9	10	6	.....	8	8	3
84 New Hamburg	25	14	39	25	23	16	.....	22	17	6
85 New Liskeard	19	29	48	32	34	14	.....	33	15	7
86 North Augusta	14	22	36	24	24	12	.....	20	16	10
87 North Gower	11	16	27	16	14	13	.....	13	14	4
88 Norwich	32	34	66	52	43	23	.....	37	29	8
89 Odessa	21	18	39	21	22	17	.....	20	19	9
90 Oil Springs	10	41	51	27	33	18	.....	29	22	6
91 Orono	10	21	31	21	21	10	.....	23	8	5
92 Paisley	36	45	81	42	63	18	.....	40	41	32
93 Pakenham	41	50	91	57	57	29	5	46	45	10
94 Palmerston	28	48	76	41	58	18	.....	55	21	4
95 Parry Sound	34	84	118	81	90	28	.....	85	33	5
96 Plattsville	19	22	41	22	23	18	.....	25	16	8
97 Port Burwell	6	19	25	13	16	9	.....	19	6	3
98 Powassan	14	12	26	12	26	.....	.....	24	2	2
99 Princeton	8	18	26	16	18	8	.....	21	5	4
100 Richard's Landing	1	14	15	15	10	5	.....	14	1	1
101 Richmond	11	15	26	15	16	10	.....	20	6	4
102 Ridgeway	17	26	43	23	26	17	.....	22	21	4
103 Ripley	20	33	53	35	36	17	.....	32	21	10
104 Rodney	21	21	42	22	14	28	.....	42	.....	....
105 Russell	15	13	28	14	26	2	.....	22	6	5
106 St. George	11	10	21	12	10	11	.....	11	10	3
107 Schomberg	6	7	13	7	13	.....	.....	11	2	2
108 Shelburne	24	51	75	35	51	24	.....	29	46	22
109 Southampton	15	31	46	28	24	22	.....	44	2	2
110 Spencerville	16	16	32	17	21	11	.....	18	14	7

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects										
	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History	Geography	Reading	Arithmetic and Mensuration	Algebra
57	5	7	4	....	1	28	1	....	31	46	46	29	32	15	....	31	31	31	46
58	1	30	3	2	2	10	8	....	37	56	56	56	56	19	....	37	56	37	56
59	15	17	6	....	3	14	12	....	57	67	67	67	67	18	....	57	57	57	67
60	3	19	....	....	....	3	1	1	27	27	27	27	27	....	....	27	27	27	27
61	....	19	....	....	....	....	....	....	13	19	19	19	19	6	....	13	13	13	19
62	1	9	1	....	1	....	3	....	9	15	15	15	15	6	....	9	9	9	15
63	1	....	....	....	24	6	1	....	28	32	32	32	32	4	....	28	28	28	32
64	1	22	2	....	5	1	1	....	29	32	32	32	8	8	....	24	24	24	32
65	....	16	....	....	....	2	....	....	12	15	15	15	15	3	....	12	12	12	15
66	3	22	4	....	6	12	18	1	32	66	66	60	60	60	....	32	32	32	60
67	3	48	3	....	15	4	7	2	56	82	82	82	82	26	....	56	82	56	82
68	1	10	1	....	9	....	5	....	26	26	26	26	26	....	....	26	26	26	26
69	10	18	4	....	10	15	13	....	37	53	53	53	53	16	....	39	53	37	50
70	....	15	....	....	....	....	....	....	11	11	11	11	11	6	....	11	11	11	11
71	4	13	....	....	2	....	2	....	17	21	21	21	21	4	....	17	17	17	21
72	1	9	....	....	2	....	2	....	13	14	14	14	14	1	....	13	14	13	14
73	2	28	4	....	12	2	6	4	39	58	58	58	58	19	....	39	39	39	58
74	8	17	1	....	2	2	1	1	32	32	32	32	32	....	....	32	32	32	32
75	3	37	....	....	2	2	....	....	30	44	44	44	44	14	....	30	30	30	44
76	5	15	2	....	4	....	1	....	24	27	27	27	27	3	....	24	27	24	27
77	3	18	4	....	9	....	2	6	31	42	42	42	42	12	....	31	31	31	42
78	2	25	2	....	5	2	....	1	27	37	37	37	37	10	....	27	27	27	37
79	12	22	8	....	4	5	....	4	42	55	55	55	55	18	....	42	42	42	55
80	15	22	3	....	4	8	....	....	40	52	52	52	52	12	....	40	40	40	51
81	6	39	4	1	9	3	2	....	45	64	64	64	64	22	....	45	45	45	64
82	5	18	1	....	....	....	14	3	27	41	41	41	41	14	....	27	27	27	41
83	1	15	....	....	....	....	....	....	10	16	16	16	16	6	....	10	10	10	16
84	5	19	2	....	8	1	4	....	23	39	39	39	39	16	....	23	39	23	39
85	8	22	2	....	4	2	9	1	34	48	48	48	48	14	....	34	34	34	48
86	....	24	1	....	....	2	9	....	24	36	36	36	36	12	....	24	36	24	36
87	....	19	3	....	1	....	2	2	14	27	27	27	27	13	....	13	13	13	27
88	5	37	4	1	5	2	12	....	44	66	62	66	66	23	....	43	43	49	66
89	2	29	1	....	5	1	....	1	22	39	39	39	39	17	....	22	22	22	39
90	3	20	3	....	3	11	11	....	33	51	51	51	51	18	....	33	33	33	51
91	9	15	1	....	4	....	2	....	26	31	31	31	31	11	....	26	26	26	31
92	7	48	5	....	10	2	2	7	81	81	81	81	81	18	....	81	81	63	81
93	25	51	9	....	....	6	....	....	57	91	91	91	91	29	5	57	91	57	91
94	15	30	5	....	10	10	6	....	58	76	76	58	18	18	....	58	58	58	58
95	46	30	2	5	20	8	5	2	105	118	118	118	81	38	....	105	105	105	118
96	7	14	2	1	8	4	5	....	23	41	41	41	41	33	....	23	23	23	41
97	8	9	....	....	2	4	2	....	18	25	25	25	25	9	....	18	18	18	25
98	5	5	1	....	7	2	4	2	26	26	26	26	26	26	....	26	26	26	26
99	5	18	....	....	1	....	2	....	18	26	26	9	17	8	....	18	18	18	26
100	2	8	....	....	2	2	....	1	13	15	15	15	15	15	....	13	13	13	15
101	2	17	5	....	1	....	1	....	17	26	26	26	26	10	....	17	17	17	26
102	13	24	2	....	2	....	2	....	43	43	43	43	43	28	....	35	35	35	43
103	2	39	2	....	2	....	3	5	36	53	53	53	53	17	....	36	36	36	53
104	9	21	2	....	6	....	4	....	42	42	42	42	42	14	....	28	28	28	42
105	2	18	1	1	4	1	1	....	28	28	28	28	28	2	....	26	28	26	28
106	....	11	....	....	5	....	5	....	16	21	21	21	21	11	....	16	21	16	21
107	3	3	1	....	3	3	....	....	13	13	13	13	13	....	....	13	13	13	13
108	6	49	2	....	6	3	9	....	51	75	75	75	75	24	....	51	51	51	75
109	6	4	2	....	11	3	14	6	24	45	45	45	45	22	....	24	24	24	45
110	3	20	3	2	3	....	1	....	21	32	32	32	32	11	....	21	21	21	32

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Con.	Number of Pupils in the Various Subjects—Continued							
	Geometry	Trigonometry	French	German	Latin	Zoology	Botany	Chemistry
57 Havelock	46	.....	37	.....	41	31	31	15
58 Highgate	56	.....	38	.....	50	37	37	56
59 Huntsville	67	.....	47	.....	48	57	57	37
60 Jarvis	27	.....	.....	15	27	27	27	14
61 Jockvale	19	.....	14	.....	19	13	13	11
62 Kars	15	.....	13	.....	13	9	9	6
63 Keewatin	32	.....	6	.....	9	28	28	14
64 Kenmore	32	.....	10	.....	14	24	24	15
65 Kinburn	15	.....	14	.....	15	12	12	15
66 Lakefield	60	.....	38	2	58	38	38	42
67 Lanark	82	.....	40	.....	72	56	56	60
68 Little Current	26	.....	12	.....	7	26	26	.....
69 Lucknow	35	.....	29	.....	42	32	32	21
70 Malakoff	11	.....	12	.....	11	11	11	12
71 Manotick	21	.....	19	.....	18	17	17	21
72 Manitowaning	14	.....	3	.....	4	10	10	14
73 Markdale	58	.....	57	.....	58	39	39	58
74 Maxville	32	.....	31	.....	31	.....	32	12
75 Melbourne	44	.....	29	.....	28	30	30	31
76 Merlin	27	.....	18	.....	27	24	24	27
77 Merrickville	42	.....	38	.....	41	31	31	42
78 Metcalfe	37	.....	36	.....	34	27	27	.....
79 Millbrook	55	.....	51	.....	44	42	42	39
80 Milton	52	.....	35	.....	35	40	40	35
81 Morewood	64	.....	37	.....	39	45	45	39
82 Mount Albert	41	.....	.....	.....	41	27	27	20
83 Munster	16	.....	6	.....	15	10	10	16
84 New Hamburg	39	.....	5	26	25	23	23	39
85 New Liskeard	48	.....	33	.....	45	34	34	25
86 North Augusta	36	.....	33	.....	33	24	24	26
87 North Gower	27	.....	16	.....	24	14	14	27
88 Norwich	66	.....	53	.....	53	45	45	43
89 Odessa	39	.....	25	.....	31	22	22	30
90 Oil Springs	51	.....	7	.....	7	33	33	44
91 Orono	20	.....	2	1	30	26	26	20
92 Paisley	81	.....	72	.....	75	63	63	41
93 Pakenham	91	5	80	12	91	57	57	86
94 Palmerston	58	.....	40	.....	50	58	58	18
95 Parry Sound	81	.....	74	10	87	105	105	81
96 Plattsville	41	2	41	.....	41	23	23	41
97 Port Burwell	25	.....	19	.....	15	18	18	9
98 Powassan	26	.....	13	.....	12	26	26	19
99 Princeton	26	.....	7	.....	11	18	18	17
100 Richard's Landing	15	.....	8	5	7	13	13	10
101 Richmond	26	.....	14	.....	25	17	17	18
102 Ridgeway	43	.....	28	.....	37	35	35	28
103 Ripley	53	.....	.....	.....	50	36	36	53
104 Rodney	42	.....	.....	.....	.....	28	28	14
105 Russell	28	.....	28	.....	28	26	26	28
106 St. George	21	.....	21	.....	21	16	16	21
107 Schomberg	13	.....	8	.....	5	13	13	13
108 Shelburne	75	.....	10	17	59	51	51	42
109 Southampton	45	.....	22	.....	30	24	24	45
110 Spencerville	32	.....	18	.....	23	21	21	22

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued								Special Courses		
	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Art (Middle School)
57	46	.....	31	31	.....	.....	31	.....	.....	.....	.....
58	56	.....	56	37	.....	.....	37	.....	.....	.....	.....
59	57	.....	57	57	.....	.....	57	.....	.....	.....	.....
60	27	.....	27	27	.....	.....	27	27	.....	27	.....
61	19	.....	13	13	.....	.....	13	.....	.....	.....	.....
62	15	.....	9	9	.....	.....	9	.....	.....	.....	.....
63	14	.....	28	28	15	.....	28	.....	.....	.....	.....
64	32	.....	24	24	.....	.....	31	.....	.....	2	7
65	15	.....	12	12	.....	.....	12	.....	.....	.....	.....
66	60	4	32	34	.....	.....	32	.....	.....	.....	.....
67	82	.....	56	56	.....	.....	56	.....	.....	.....	.....
68	26	.....	26	26	.....	.....	26	26	.....	.....	.....
69	53	.....	32	32	.....	.....	34	53	.....	.....	.....
70	15	.....	11	11	.....	.....	11	15	.....	.....	.....
71	21	.....	17	21	.....	.....	17	.....	.....	.....	.....
72	14	.....	14	10	.....	.....	10	.....	.....	.....	.....
73	58	.....	26	39	.....	.....	39	.....	.....	.....	.....
74	32	.....	32	32	.....	.....	32	.....	.....	.....	.....
75	44	.....	30	30	.....	.....	34	.....	.....	.....	3
76	27	.....	27	24	.....	.....	24	27	.....	24	.....
77	42	.....	31	31	.....	.....	32	.....	.....	.....	.....
78	37	.....	27	27	.....	.....	27	.....	.....	.....	.....
79	55	.....	42	42	.....	.....	42	.....	.....	.....	.....
80	52	.....	40	40	.....	.....	40	.....	.....	.....	.....
81	64	.....	45	45	.....	.....	45	.....	.....	.....	.....
82	41	.....	27	27	.....	.....	27	41	.....	.....	.....
83	16	.....	10	10	.....	.....	10	.....	.....	.....	.....
84	39	.....	23	23	.....	.....	23	39	.....	.....	.....
85	48	.....	34	34	.....	.....	34	.....	.....	.....	.....
86	36	.....	24	24	.....	.....	24	.....	.....	.....	.....
87	27	.....	14	14	.....	.....	14	.....	.....	.....	.....
88	65	.....	43	39	.....	.....	43	.....	.....	.....	.....
89	39	.....	22	22	.....	.....	22	.....	.....	.....	.....
90	51	.....	33	33	.....	.....	33	33	.....	.....	11
91	31	.....	26	26	.....	.....	26	.....	.....	.....	.....
92	81	.....	81	81	.....	.....	81	81	.....	.....	.....
93	91	.....	91	57	.....	.....	57	91	.....	.....	.....
94	18	.....	58	58	.....	.....	58	76	.....	.....	.....
95	118	.....	105	83	.....	.....	105	118	.....	.....	.....
96	41	.....	41	23	.....	.....	23	.....	.....	.....	.....
97	25	.....	18	18	.....	.....	17	25	.....	.....	.....
98	26	.....	26	26	17	.....	26	.....	26	.....	.....
99	26	.....	18	18	.....	.....	18	.....	.....	.....	.....
100	15	.....	13	13	.....	.....	14	.....	.....	.....	1
101	26	.....	17	17	.....	.....	17	26	.....	.....	.....
102	28	.....	35	28	.....	.....	35	.....	.....	.....	2
103	53	.....	36	36	.....	.....	36	.....	.....	36	.....
104	42	.....	28	28	.....	.....	42	.....	.....	.....	.....
105	28	.....	28	26	.....	.....	26	28	.....	.....	.....
106	21	.....	16	16	.....	.....	16	.....	.....	16	.....
107	13	.....	13	13	.....	.....	13	.....	.....	.....	.....
108	75	.....	50	51	3	30	51	.....	.....	.....	.....
109	45	.....	15	24	.....	5	24	.....	.....	.....	.....
110	32	.....	21	21	.....	.....	21	.....	.....	.....	.....

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Continued	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Totals	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing C.S. District or School Section	Other Sections	No. of other Sectinos thus represented
111 Springfield	10	24	34	21	19	15	.....	26	8	7
112 Stayner	28	35	63	41	26	37	.....	32	31	18
113 Stella	5	13	18	10	12	3	3	8	10	3
114 Stouffville	29	21	50	31	35	15	.....	27	23	8
115 Sturgeon Falls	4	23	27	12	27	.....	.....	19	8	1
116*Sutton	4	9	13	11	13	.....	.....	9	4	3
117 Tamworth	13	35	48	34	46	2	.....	31	17	11
118 Tara	13	31	44	28	44	.....	.....	24	20	11
119 Tavistock	13	7	20	10	18	2	.....	12	8	4
120 Teeswater	28	27	55	37	38	17	.....	41	14	10
121 Thamesville	21	33	54	33	41	13	.....	41	13	8
122 Thessalon	13	27	40	21	34	6	.....	21	19	5
123 Thornbury	13	17	30	19	22	8	.....	23	7	3
124 Tilbury	13	23	36	20	25	11	.....	32	4	4
125 Tottenham	31	33	64	38	40	24	.....	27	37	12
126 Tweed	22	48	70	39	51	19	.....	49	21	8
127*Vernon	9	1	10	9	10	.....	.....	7	3	3
128 Wallaceburg	35	47	82	58	31	17	34	73	9	6
129 Warkworth	35	33	68	45	48	20	.....	30	38	9
130 Webbwood	10	12	22	10	19	3	.....	20	2	2
131 West Lorne	10	22	32	21	26	6	.....	26	6	4
132 Westmeath	6	24	30	19	21	9	.....	20	10	2
133 Westport (R.C.) S.S.	10	13	23	15	16	7	.....	18	5	3
134 Westport	8	20	28	15	20	8	.....	20	8	4
135 Wheatley	9	13	22	14	22	.....	.....	14	8	6
136 Winchester	35	43	78	48	57	21	.....	64	14	6
137*Wolfe's Island	3	2	5	4	5	.....	.....	5	.....	....
138 Wroxeter	10	23	33	21	24	9	.....	29	4	4
1 Totals, 1912	2,499	3,595	6,094	3,777	4,166	1,879	49	3,956	2,138	925
2 Totals, 1911	2,394	3,359	5,753	3,487	3,637	2,089	27	3,798	1,955	818
3 Increases	105	236	341	290	529	.....	22	158	183	....
4 Decreases	.....	.....	.....	.....	.....	210	.....	.....	.....	93
5 Percentages	41.00	58.99	.....	61.97	68.36	30.83	.80	64.91	35.08	....

* Opened in September

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils from Families whose Head is occupied as below—									Number of Pupils in the Various Subjects					
	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History
111	5	19	3	.....	5	2	.....	.....	23	34	34	34	34	15
112	13	27	5	1	8	2	4	3	27	48	48	48	48	21
113	2	13	1	.....	.....	.....	.....	2	12	15	15	12	6	.....
114	5	28	4	1	5	5	2	.....	35	49	49	15	49	14
115	..	4	1	1	5	3	13	.....	27	27	27	27	27	.....
116	..	5	.....	1	3	.....	4	.....	11	13	13	13	13	2
117	7	31	3	.....	5	1	1	.....	46	48	48	48	48	2
118	3	25	3	.....	6	3	4	.....	44	44	44	44	19	.....
119	3	8	.....	.....	2	.....	7	.....	20	20	20	20	20	16
120	15	21	6	.....	6	2	4	1	38	55	55	38	55	17
121	11	22	5	.....	9	7	.....	.....	44	54	54	54	54	10
122	5	17	1	.....	9	8	.....	.....	34	40	40	40	40	6
123	7	10	1	.....	7	.....	2	3	22	30	30	30	30	8
124	12	16	2	.....	3	2	1	.....	36	36	36	25	36	11
125	10	32	3	2	6	4	6	1	64	64	64	64	64	24
126	8	21	4	1	15	19	2	.....	45	68	68	68	68	13
127	2	8	.....	.....	.....	.....	.....	.....	10	10	10	10	10	.....
128	24	15	2	1	15	14	6	5	48	82	82	82	82	34
129	..	37	5	1	22	.....	1	2	49	68	68	68	68	25
130	3	4	2	.....	.....	13	.....	.....	19	22	22	22	22	3
131	4	9	2	.....	5	6	6	.....	26	32	32	32	32	6
132	10	14	.....	.....	3	3	.....	.....	20	30	30	30	30	10
133	2	11	.....	.....	1	7	2	.....	23	23	23	23	23	7
134	7	7	.....	.....	1	7	6	.....	12	17	17	17	17	5
135	4	9	1	.....	3	2	3	.....	22	22	22	22	22	.....
136	16	33	2	.....	10	3	8	6	57	78	78	78	78	21
137	2	.....	.....	.....	.....	1	2	.....	5	5	5	5	5	.....
138	6	13	.....	.....	.....	.....	14	.....	31	33	33	33	33	8
1	851	2,813	283	43	793	543	616	152	4,557	5,993	5,988	5,844	5,766	2,016
2	811	2,565	276	52	728	450	708	163	4,380	5,610	5,667	5,436	5,388	2,038
3	40	248	7	.....	65	93	.....	.....	177	383	321	408	378	.....
4	..	.....	.....	9	.....	.....	92	11	.....	.....	.....	.....	.....	22
5	13.96	46.16	4.64	.71	13.01	8.91	10.11	2.49	74.77	98.34	98.26	95.89	94.61	33.08

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Con.	Number of Pupils in the Various Subjects—Concluded									
	Mediæval History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin
111 Springfield	.....	23	23	23	34	34	.....	5	.....	24
112 Stayner	.....	27	48	27	48	48	.....	31	.....	34
113 Stella	.....	12	12	12	12	12	.....	11	3	13
114 Stouffville	.....	35	35	35	49	49	.....	40	.....	44
115 Sturgeon Falls	.....	27	27	27	27	27	.....	13	.....	26
116*Sutton	.....	11	11	11	13	13	.....	13	.....	13
117 Tamworth	.....	46	46	46	48	48	.....	46	.....	46
118 Tara	.....	44	44	44	44	38	.....	7	.....	27
119 Tavistock	.....	20	20	20	20	20	.....	.....	20	20
120 Teeswater	.....	38	38	38	55	55	.....	43	.....	53
121 Thamesville	.....	44	44	44	54	54	.....	52	.....	52
122 Thessalon	.....	34	34	34	40	40	.....	14	1	30
123 Thornbury	.....	22	22	22	30	30	.....	15	.....	23
124 Tilbury	.....	25	25	36	36	35	.....	33	.....	33
125 Tottenham	.....	40	64	64	64	64	.....	54	.....	54
126 Tweed	.....	45	45	45	68	68	.....	64	.....	66
127*Vernon	.....	10	10	10	10	10	.....	6	.....	6
128 Wallaceburg	.....	48	48	48	82	34	.....	8	.....	70
129 Warkworth	.....	49	49	49	68	68	.....	59	.....	65
130 Webbwood	.....	19	19	19	22	22	.....	22	.....	22
131 West Lorne	.....	26	26	26	32	32	.....	.....	.....	.....
132 Westmeath	.....	20	20	20	30	30	.....	.....	.....	19
133 Westport (R.C.S.S.)	.....	23	23	23	23	18	.....	23	.....	23
134 Westport	.....	12	12	12	17	17	.....	17	.....	17
135 Wheatley	.....	22	22	22	22	22	.....	16	.....	17
136 Winchester	.....	57	57	57	78	78	.....	43	.....	60
137*Wolfe Island	.....	5	5	5	5	5	.....	5	.....	5
138 Wroxeter	.....	31	31	31	33	33	.....	16	.....	17
1 Totals, 1912	63	4,390	4,630	4,428	5,924	5,732	9	3,519	184	4,696
2 Totals, 1911	11	3,966	4,240	4,350	5,624	5,417	10	3,401	165	4,385
3 Increases	52	424	390	78	300	315	.....	118	19	311
4 Decreases	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
5 Percentages	1.03	72.03	75.97	72.66	97.21	94.05	.14	57.74	3.01	77.05

*Opened in September.

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

	Number of Pupils in the Various Subjects—Concluded											Special Courses		
	Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Art (Middle School)
111	23	23	24	34	.....	23	23	.....	.....	23	34	.....	....	....
112	27	27	35	48	.....	27	27	.....	.....	27	.....	.....	....	....
113	12	12	12	12	.....	12	12	.....	.....	12	.....	.....	....	....
114	35	35	15	49	.....	35	35	.....	.....	35	.....	.....	....	....
115	27	27	20	27	.....	27	27	.....	.....	27	.....	.....	....	....
116	11	11	13	13	.....	13	11	.....	.....	11	13	.....	....	....
117	46	46	7	48	.....	46	46	.....	.....	46	48	.....	....	....
118	39	38	18	38	.....	44	44	.....	.....	42	.....	6	....	....
119	20	20	20	20	.....	20	20	.....	.....	20	.....	.....	....	....
120	38	38	55	55	.....	38	38	.....	.....	38	55	.....	....	....
121	44	44	22	54	.....	44	46	.....	.....	44	.....	.....	44	....
122	..	34	24	40	.....	34	34	2	.....	34	.....	.....	....	....
123	22	22	21	30	.....	22	22	.....	.....	22	.....	.....	....	....
124	25	25	17	36	.....	25	25	8	8	19	10	7	....	....
125	40	40	64	64	.....	40	40	.....	.....	40	.....	.....	....	6
126	45	45	28	68	.....	45	45	.....	.....	45	53	.....	....	....
127	10	10	.....	10	.. ...	10	10	.....	.....	10	.....	.....	....	....
128	48	48	82	82	.....	48	48	.....	.....	48	.....	.....	....	....
129	49	49	49	68	.....	49	49	.....	.....	49	.....	.....	....	....
130	19	19	5	22	.....	19	19	.....	.....	19	.....	.....	....	....
131	26	26	17	32	.....	26	26	.....	.....	26	26	.....	14	....
132	20	20	10	30	.....	30	20	.....	.....	20	30	.....	....	....
133	16	16	18	18	.....	23	16	.....	.....	23	23	.....	....	....
134	12	12	17	17	.....	12	12	.....	.....	12	.....	.....	....	....
135	22	22	22	22	.....	22	22	.....	.....	22	22	.....	....	....
136	57	57	78	78	.....	29	28	.....	.....	57	78	.....	....	....
137	5	5	.....	5	.....	5	5	.....	.....	5	5	.....	....	....
138	25	25	33	33	.....	25	25	.....	.....	25	.....	.....	....	....
1	4,118	4,262	4,102	5,790	4	4,316	4,103	96	94	4,352	1,927	86	270	53
2	3,550	3,687	4,015	5,300	47	3,564	3,413	94	80	3,890	1,663	81	125	51
3	568	575	87	490	.....	752	690	2	14	462	264	5	145	2
4	.....	.....	.....	.....	43	.....	.....	.....	.....	.....	.....	.....	....	....
5	67.57	69.93	67.31	95.01	.06	70.82	67.32	1.57	1.54	71.41	31.62	1.41	4.43	.86

CONTINUATION
III. TABLE J—MISCELLANEOUS

Continuation Schools	Brick, Stone or Frame School House	No. of Acres in Play-ground	Schools under Public School Board	Value of General: Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium, not including equipment	Equipment of Gymnasium	Aquarium or Herbarium
									$	$	$	$
1 Acton	S	1½	1	237	177	....	31	36	.....	.....	....	....
2 Alliston	B	4	.....	370	575	10	42	53	.....	.....	....	8
3 Alvinston	B	1	1	230	369	....	66	35	.....	.....	....	....
4 Amherstburg	B	2	.....	170	365	....	22	23	140	.....	....	....
5 Arkona	B	2	1	152	144	....	25	25	.....	.....	....	....
6 Avonmore	F	....	.....	186	217	....	60	35	.....	.....	....	....
7 Ayr	B	6	.....	130	186	....	25	19	.....	.....	....	....
8 Bath	B	1	1	151	159	....	25	17	.....	.....	....	....
9 Beaverton	B	1½	1	109	317	....	21	25	100	.....	....	....
10 Beeton	B	2½	1	226	357	....	40	37	.....	.....	....	....
11 Belmont	B	¾	1	207	290	....	38	28	.....	.....	....	....
12 Blenheim	B	1⅔	1	322	420	6	55	52	.....	.....	....	....
13 Blind River	F	⅓	1	149	162	....	.....	15	.....	.....	....	....
14 Blyth	B	2	1	142	150	....	9	.....	.....	.....	....	....
15 Bothwell	B	3	1	180	174	....	72	10	.....	.....	....	....
16 Bowesville	B	2½	1	161	149	....	23	17	.....	.....	....	....
17 Bracebridge	B	1⅔	1	379	617	....	78	102	.....	.....	....	....
18 Bridgeburg	B	1	1	218	238	....	32	13	60	.....	....	....
19 Bruce Mines	F	1	1	249	442	....	36	24	.....	.....	....	....
20 Brussels	B	½	1	325	327	....	115	67	.....	.....	....	....
21 Burk's Falls	B	1	1	162	110	10	20	25	.....	.....	....	....
22 Burlington	B	2	1	121	229	....	45	22	.....	.....	....	....
23 Cannington	B	1¼	1	158	229	....	19	50	.....	.....	....	....
24 Cardinal	F	¼	1	161	154	....	67	35	.....	.....	....	....
25 Carp	B	2	1	120	179	....	27	10	.....	.....	....	....
26 Chatsworth	B	1½	.....	162	191	....	25	25	.....	.....	....	....
27 Chesterville	B	3	.....	339	372	....	72	63	.....	.....	....	....
28 Claremont	B	1	1	272	253	....	61	25	.....	.....	....	....
29 Clifford	F	2	1	180	260	....	61	31	.....	.....	....	2
30 Coldwater	B	1¾	1	209	346	....	32	27	.....	.....	....	....
31 Comber	B	1	1	85	251	....	17	10	.....	.....	....	....
32 Cookstown	B	2	1	206	390	....	33	46	.....	.....	....	....
33 Crediton	B	1	1	109	169	....	17	15	.....	.....	....	....
34 Creemore	B	1⅛	1	150	195	....	7	6	.....	.....	....	....
35 Drayton	B	....	1	370	589	....	69	52	.....	.....	....	....
36 Dresden	B	1½	1	206	307	10	13	32	.....	.....	....	*15
37 Drumbo	B	½	1	51	138	....	.....	4	.....	.....	....	....
38 Dundalk	B	2	.....	172	259	....	28	27	.....	.....	....	....
39 Durham	B	1	.....	410	514	....	50	54	.....	.....	....	....
40 Eganville	B	2	1	171	203	....	39	22	.....	.....	....	....
41 Eganville (R.C.S. S.)	S	3	1	387	211	....	25	29	240	3,500	500	....
42 Elmvale	B	2	1	136	361	16	46	17	.....	.....	....	....
43 Ennismore	F	1	1	230	229	....	49	34	.....	.....	....	....
44 Erin	B	1	1	112	289	....	33	18	.....	.....	....	....
45 Exeter	B	5	1	522	549	....	85	95	100	.....	....	*25
46 Fenelon Falls	S	2	1	183	203	11	30	17	.....	.....	....	....
47 Feversham	B	1	1	101	128	....	.....	.....	.....	.....	....	....
48 Finch	F	2	1	201	184	....	25	25	.....	.....	....	....
49 Fingal	B	2	1	65	152	....	56	20	.....	.....	....	....
50 Fitzroy Harbour	B	⅔	1	170	205	....	24	10	.....	.....	....	....
51 Flesherton	B	2	.....	180	345	....	47	31	.....	.....	....	....
52 Fort Frances	F	1½	1	199	271	6	30	17	.....	.....	....	....
53 Gore Bay	F	1½	1	60	165	....	.....	.....	.....	.....	....	....
54 Grand Valley	B	2	1	201	25	....	47	17	.....	.....	....	....

* Museum.

SCHOOLS—Continued
INFORMATION

	Equipment		Religious and other Exercises					Destination of Pupils						
	Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools opened with Prayer	Schools closed with Prayer	Schools using the Bible	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Without occupation
		$												
1	....	481	.....	1	1	1	.....	3	1	....	7	1	.....	.....
2	....	1,058	1	1	.....	.....	.....	6	5	....	7	4	4	5
3	....	700	.....	1	.....	.....	.....	3	.....	....	2	.....	8	.....
4	....	720	1	1	.....	.....	1	9	.....	....	2	.....	2	4
5	....	346	1	1	.....	.....	.....	.....	.....	....	.....	.....	3	.....
6	....	498	1	1	.....	1	.....	.....	.....	....	1	2	2	.....
7	....	360	.....	1	.....	.....	.....	.....	5	....	.....	1	4	.....
8	....	352	1	1	.....	.....	.....	2	.....	....	3	.....	1	1
9	....	572	.....	1	.....	.....	.....	4	12	....	.....	.....	11	.....
10	....	660	1	1	.....	1	1	1	1	6	3	.....	.....	.....
11	....	563	1	1	.....	1	.....	1	1	....	1	.....	5	.....
12	....	855	.....	1	.....	1	.....	3	10	1	1	.....	5	3
13	....	326	1	1	.....	.....	.....	.....	.....	....	3	.....	2	.....
14	....	301	.....	1	1	1	.....	2	1	1	3	.....	2	1
15	....	436	1	1	1	1	1	1	.....	....	.....	.....	1	.....
16	....	350	.....	.....	.....	.....	.....	.....	.....	....	2	.....	1	1
17	....	1,176	.....	1	.....	.....	.....	1	1	1	10	3	1	5
18	....	561	1	1	.....	1	.....	7	.....	1	.....	1	.....	3
19	....	751	.....	1	1	1	.. ..	.....	.....	....	2	.....	1	1
20	....	834	1	1	.....	.....	.....	3	2	....	4	1	4	5
21	....	327	.....	1	.....	.....	1	1	2	....	4	.....	.....	2
22	....	417	.....	1	.....	.....	.....	2	2	1	1	.....	5	.....
23	....	456	1	1	.....	.....	.....	.....	6	....	1	1	6	4
24	....	417	.....	1	.....	1	.....	4	.....	....	4	3	1	.....
25	....	336	.....	1	.....	.....	.....	.....	2	1	6	.....	3	.....
26	10	413	.....	1	.....	1	.....	.....	.....	....	.....	.....	.....	.....
27	....	846	.....	1	.....	.....	.....	1	1	....	2	.....	8	.....
28	....	611	.....	1	.....	.....	.....	.....	1	1	2	.....	4	.....
29	....	534	1	1	1	.....	1	.....	.....	....	.....	.....	.....	.....
30	....	614	1	1	.....	1	1	2	1	....	4	.....	2	2
31	15	378	.....	1	.....	.....	.....	4	2	....	1	2	2	4
32	....	675	.....	1	.....	1	.....	2	2	....	.....	1	2	1
33	....	310	.....	1	.....	1	.....	.....	.....	....	2	.....	2	.....
34	....	358	.....	1	1	1	.....	4	.....	....	2	.....	5	.....
35	....	1,080	.....	1	.....	.....	.....	2	6	....	10	.....	3	3
36	10	593	1	1	1	1	.....	8	2	2	6	1	3	.....
37	6	199	.....	1	.....	1	.....	.....	.....	....	2	.....	2	2
38	....	486	.....	1	.....	.....	.....	1	8	....	2	.....	5	.....
39	....	1,028	1	1	.....	.....	1	3	2	....	8	2	7	1
40	....	435	.....	1	.....	1	.....	.....	.....	....	.....	.....	.....	.....
41	29	4,921	.....	1	1	1	1	1	3	....	5	.....	7	.....
42	3	579	1	1	.....	1	.....	.....	.....	....	.....	.....	.....	.....
43	10	552	.....	1	1	.....	1	.....	4	1	5	.....	.....	.....
44	....	452	1	1	.....	.....	.....	.....	1	....	1	1	4	.....
45	36	1,412	.....	1	.....	1	1	10	5	1	2	1	10	1
46	....	444	.....	1	.....	.....	.....	4	2	....	2	3	5	1
47	....	229	.....	1	1	1	.....	.....	.....	....	.....	.....	.....	.....
48	....	435	1	1	1	.....	.....	1	1	....	.....	1	3	3
49	....	293	1	1	1	.....	.....	.....	.....	....	.....	.....	.....	.....
50	....	409	.....	1	.....	.....	.....	.....	2	....	2	.....	1	.....
51	....	603	1	1	.....	.....	1	3	2	....	6	.....	5	.....
52	....	523	.....	.....	.....	.....	.....	3	1	....	2	.....	1	3
53	....	225	.....	1	.....	.....	.....	1	2	....	7	3	4	1
54	1	491	1	1	1	1	.....	5	2	....	.....	.....	1	6

CONTINUATION

III. TABLE J—MISCELLANEOUS

Continuation Schools	Brick, Stone or Frame School House	No. of Acres in Playground	Schools under Public School Board	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium, not including Equipment	Equipment of Gymnasium	Aquarium or Herbarium
				$	$	$	$	$	$	$	$	$
55 Hanover	B	5	1	345	322	....	52	52	.....	.....	....	....
56 Harrow	B	....	1	131	148	....	28	25	.....	.....	....	....
57 Havelock	S	1	1	158	240	....	21	15	.....	.....	....	....
58 Highgate	B	1¾	1	190	215	....	41	39	.....	.....	....	....
59 Huntsville	B	1¼	1	330	543	....	58	44	.....	.....	....	....
60 Jarvis	B	1	1	262	185	....	27	26	.....	.....	....	....
61 Jockvale	B	1	1	95	176	....	16	2	.....	.....	....	....
62 Kars	B	2½	1	123	142	....	32	10	.....	.....	....	....
63 Keewatin	B	2⅖	1	149	246	....	69	35	.....	.....	....	....
64 Kenmore	F	½	1	115	258	....	26	21	.....	.....	....	....
65 Kinburn	F	2	1	107	192	....	29	29	.....	.....	....	....
66 Lakefield	B	2	1	190	324	....	42	28	.....	.....	....	....
67 Lanark	S	1	1	336	311	....	55	41	.....	.....	....	....
68 Little Current	F	2	1	75	100	....	19	.....	.....	.....	....	....
69 Lucknow	B	2	1	309	219	2	38	17	.....	.....	....	....
70 Malakoff	B	1	1	114	113	....	17	4	.....	.....	....	....
71 Manotick	F	⅓	1	134	176	....	43	10	.....	.....	....	....
72 Manitowaning	F	5	1	77	120	9	47	16	.....	.....	....	....
73 Markdale	B	2	.....	92	268	....	48	38	.....	.....	....	....
74 Maxville	B	2	1	127	176	....	7	17	.....	.....	....	....
75 Melbourne	B	1	1	157	128	....	25	24	.....	.....	....	....
76 Merlin	B	1	1	154	126	7	30	5	.....	.....	....	....
77 Merrickville	B	1	1	275	150	....	42	23	.....	.....	....	....
78 Metcalfe	B	2	1	204	207	....	37	9	.....	.....	....	....
79 Millbrook	B	2	1	359	314	....	54	50	.....	.....	....	....
80 Milton	S	....	1	331	387	....	95	38	.....	.....	....	....
81 Morewood	B	3	.....	350	340	25	51	50	.....	.....	....	....
82 Mount Albert	B	2	1	450	275	....	25	25	.....	.....	....	....
83 Munster	F	1	1	58	95	....	.....	5	.....	.....	....	....
84 New Hamburg	B	1	1	259	349	6	60	32	.....	.....	....	....
85 New Liskeard	F	....	1	302	340	....	79	37	.....	.....	....	....
86 North Augusta	S	¼	1	168	152	....	55	23	.....	.....	....	....
87 North Gower	B	1¼	1	231	160	....	29	27	.....	.....	....	....
88 Norwich	B	1	1	249	156	....	46	49	.....	.....	....	4
89 Odessa	B	2	1	193	199	....	67	24	.....	.....	....	....
90 Oil Springs	B	2½	1	150	185	....	25	15	.....	.....	....	....
91 Orono	B	¾	1	132	170	....	21	7	.....	.....	....	....
92 Paisley	B	¾	1	324	534	....	56	61	.....	.....	....	....
93 Pakenham	S	2	1	212	292	....	53	34	.....	.....	....	....
94 Palmerston	B	1	1	312	225	12	48	52	.....	.....	....	....
95 Parry Sound	B	1	1	390	507	2	78	59	.....	.....	....	....
96 Plattsville	B	⅛	1	113	206	5	6	25	.....	.....	....	....
97 Port Burwell	F	1	1	183	178	....	33	30	.....	.....	....	....
98 Powassan	B	2½	1	148	186	....	33	5	.....	.....	....	....
99 Princeton	B	2	1	251	124	....	7	28	.....	.....	....	....
100 Richard's Landing	F	¼	.....	100	114	....	21	10	.....	.....	....	....
101 Richmond	F	1½	1	93	72	....	10	17	.....	.....	....	....
102 Ridgeway	B	1	1	90	212	....	63	23	.....	.....	....	....
103 Ripley	B	⅛	1	292	245	....	32	17	.....	.....	....	....
104 Rodney	B	....	1	241	232	....	58	20	.....	.....	....	....
105 Russell	B	4	1	179	168	....	66	34	.....	.....	....	....
106 St. George	B	4	1	170	151	....	41	30	.....	.....	....	....
107 Schomberg	B	1	1	133	117	....	15	17	.....	.....	....	....
108 Shelburne	B	1½	1	335	497	10	39	63	180	.....	....	....

SCHOOLS—Continued

INFORMATION—Continued

Equipment		Religious and other Exercises					Destination of Pupils						
Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools opened with Prayer	Schools closed with Prayer	Schools using the Bible	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Without occupation
$	$												
55....	771	.....	1	1	1	.....	2	.....	1	2	1	3	2
56....	332	1	1	.....	1	.....	1	2	....	.....	1	.....	4
57....	434	.....	1	.....	1	.....	2	1	1	2	.....	4	6
58....	485	1	1	1	.....	.....	.....	.....	....	3	.....	2	.....
59....	975	.....	1	.....	1	.....	4	.....	....	6	.....	3	2
60....	500	1	1	1	1	.....	.....	.....	....	.....	.....	6	.....
61....	289	.....	1	1	.....	.....	.....	.....	....	1	.....	.....	1
62....	307	.....	1	1	1	.....	.....	1	....	1	.....	.....	1
63....	499	1	1	.....	1	.....	.....	.....	....	.....	2	2	2
64 2	422	1	1	.....	1	.....	1	2	....	.....	.....	2	.....
65....	357	1	1	.....	1	.....	.....	1	....	1	.....	.....	1
66....	584	1	1	.....	.....	.....	1	2	1	4	.....	3	.....
67....	743	1	1	.....	.....	.....	9	6	....	6	.....	3	.....
68....	194	.....	1	1	1	.....	.....	.....	....	.....	.....	.....	3
69 8	593	1	1	1	1	.....	2	1	....	9	3	2	1
70....	248	1	1	1	1	1	.....	3	....	.....	.....	3	.....
71....	363	.....	1	1	1	.....	1	1	....	1	.....	.....	3
72....	269	.....	1	.....	.....	.....	2	.....	....	3	.....	.....	2
73....	446	.....	1	.....	1	.....	1	4	....	1	2	2	1
74....	327	1	1	.....	1	.....	1	1	....	.....	2	4	5
75 10	344	.....	1	.....	1	.....	.....	6	....	1	.....	2	.....
76 5	327	1	1	1	1	.....	.....	3	....	.....	.....	2	.....
77....	490	1	1	.....	1	.....	2	1	....	3	2	.....	.....
78....	457	1	1	1	1	.....	1	1	....	.....	.....	.....	1
79 3	780	.....	1	.....	1	.....	3	2	....	.....	.....	9	2
80....	851	1	1	.....	.....	.....	4	2	....	.....	1	4	.....
81....	816	.....	1	.....	1	.....	1	2	....	2	.....	4	1
82....	775	1	1	.....	1	.....	3	.....	....	4	.....	.....	3
83....	158	1	1	.....	1	.....	2	1	....	.....	.....	.....	.....
84....	706	1	1	.....	.....	.....	1	2	1	2	3	3	.....
85....	758	.....	1	.....	1	.....	3	1	....	.....	2	5	5
86....	398	.....	1	.....	.....	.....	.....	.....	....	2	.....	4	.....
87....	447	1	1	1	1	.....	.....	2	....	2	.....	.....	2
88 1	505	.....	1	.....	1	1	1	3	1	2	2	3	.....
89....	483	1	1	1	1	.....	5	3	....	3	.....	4	2
90....	375	.....	1	.....	.....	.....	1	.....	....	2	8	.....	.....
91....	330	1	1	.....	1	.....	2	.....	....	2	.....	1	.....
92 15	990	.....	1	.....	.....	.....	7	3	....	10	.....	1	3
93....	591	.....	1	1	.....	1	3	4	....	5	.....	.....	.....
94....	649	.....	1	.....	1	.....	5	4	....	10	5	3	.....
95 15	1,051	.....	1	.....	.....	1	4	3	....	9	.....	15	.....
96....	355	1	1	.....	1	.....	4	.....	....	3	.....	3	3
97....	424	1	1	.....	1	.....	2	1	....	3	.....	1	4
98 10	382	.....	1	1	1	.....	2	.....	1	1	.....	2	2
99....	410	1	1	.....	.....	.....	3	2	....	.....	.....	.....	1
100....	245	.....	1	.....	1	.....	.....	1	....	1	.....	1	1
101....	192	.....	1	1	1	.....	.....	.....	....	1	.....	3	1
102....	388	.....	1	.....	1	.....	.....	2	....	5	.....	4	1
103....	586	1	1	.....	.....	.....	.....	.....	....	8	.....	6	.....
104....	551	1	1	.....	1	.....	.....	2	....	2	4	8	.....
105....	447	.....	1	.....	1	.....	1	.....	....	.....	.....	6	1
106....	392	.....	1	.....	1	.....	.....	1	2	.....	.....	2	.....
107....	282	.....	1	.....	1	.....	1	1	....	.....	.....	1	1
108 15	1,139	.....	1	.....	1	.....	1	1	1	6	1	6	.....

CONTINUATION

II. TABLE J— MISCELLANEOUS

Continuation Schools—Concluded	Brick, Stone or Frame School House	No. of Acres in Playground	Schools under Public School Board	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium, not including equipment	Equipment of Gymnasium	Aquarium or Herbarium
				$	$	$	$	$	$	$	$	$
109 Southampton	B	1	1	262	339	....	62	36	60	.....	....	25
110 Spencerville	S	1/4	1	101	183	....	35	30	.....	.....	....	....
111 Springfield	B	2	1	159	137	....	30	35	.....	.....	....	....
112 Stayner	B	2	1	132	345	....	63	28	.....	.....	....	....
113 Stella	F	1	1	24	70	....	.....	.....	.....	.....	....	....
114 Stouffville	B	1½	1	113	158	10	57	30	.....	.....	....	....
115 Sturgeon Falls	B	4/6	1	257	280	....	41	39	.....	.....	....	....
116 Sutton	B	1	1	150	150	....	.....	15	.....	.....	....	....
7 Tamworth	B	1¾	.....	145	153	....	33	28	.....	.....	....	....
118 Tara	B	½	1	151	161	....	58	25	.....	.....	....	....
119 Tavistock	B	2	1	250	299	....	38	24	.....	.....	....	....
120 Teeswater	B	2	1	220	174	....	48	25	.....	.....	....	....
121 Thamesville	B	1/6	1	294	250	....	25	50	.....	.....	....	....
122 Thessalon	B	1⅕	1	188	278	....	81	31	.....	.....	....	....
123 Thornbury	B	2½	1	89	166	....	23	23	.....	.....	....	....
124 Tilbury	B	1	1	159	267	....	24	36	.....	500	5	....
125 Tottenham	B	2	1	250	345	....	44	72	.....	.....	....	....
126 Tweed	B	1½	1	252	210	....	.....	25	.....	.....	....	....
127 Vernon	F	....	1	85	75	....	.....	17	.....	.....	....	....
128 Wallaceburg	B	2	1	359	324	....	69	57	.....	.....	....	....
129 Warkworth	B	1	1	356	384	50	51	50	20	.....	....	....
130 Webbwood	B	2	1	87	119	....	10	24	.....	.....	....	....
131 West Lorne	B	2	1	142	210	2	44	10	.....	.....	....	....
132 Westmeath	B	2	1	124	161	....	28	5	.....	.....	....	....
133 Westport (R.C.S.S.)	B	1½	1	191	200	....	37	24	.....	.....	....	....
134 Westport	B	1	1	255	126	....	36	17	.....	.....	....	....
135 Wheatley	B	1	1	156	152	....	26	29	.....	.....	....	....
136 Winchester	B	2	.....	300	267	....	65	35	.....	.....	....	....
137 Wolfe Island	F	1½	1	.....	.....	....	.....	.....	.....	.....	....	....
138 Wroxeter	B	5	1	266	221	....	48	7	.....	.....	....	....
Totals, 1912	....	....	124	27,418	33,161	209	5,205	3,808	900	4,000	505	79
Totals, 1911	....	....	119	23,441	28,123	100	4,248	3,257	1,060	3,500	520	34
Increases	....		5	3,977	5,038	109	957	551	.....	500	....	45
Decreases	....	....	.....	.....	.....	....	.....	.....	160	.....	15	....
Percentages	....	....	89.85	36.29	43.89	.27	6.89	5.04	1.19	5.29	.67	.10

SCHOOLS—Concluded

INFORMATION—Concluded

Equipment		Religious and other Exercises					Destination of Pupils						
Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools opened with Prayer	Schools closed with Prayer	Schools using the Bible	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Without occupation
$	$												
109....	784	1	1	.....	1	.....	4	.....	....	4	.....	2	.....
110....	349	1	1	.....	1	.....	1	2	....	.....	.....	6	.....
111....	361	.....	1	.....	1	.....	1	3	....	1	1	4	1
112....	568	1	1	1	.....	1	4	2	....	8	.....	.....	1
113....	94	.....	1	1	1	.....	.....	.....	....	3	.....	.....	.....
114....	368	.....	1	.....	.....	.....	1	4	....	1	.....	2	2
115....	617	1	1	1	1	.....	.....	.....	....	1	.....	.....	13
116....	315	1	1	1	1	.....	.....	1	....	.....	.....	.....	.....
117....	359	.....	1	.....	.....	.....	.....	.....	....	.....	.....	.....	3
118....	395	.....	1	.....	1	.....	3	1	....	.....	.....	.....	1
119....	611	1	1	.....	.....	.....	2	1	....	1	.....	.....	.....
120....	467	.....	1	1	1	.....	2	3	....	.....	.....	2	.....
121 15	634	1	1	.....	1	.....	1	2	....	2	.....	3	1
122 10	588	1	1	.....	1	.....	4	1	....	1	.....	4	.....
123....	301	.....	1	.....	.....	.....	3	.....	....	3	1	1	2
124 12	1,003	1	1	.....	.....	.....	9	1	3	3	1	.....	.....
125....	711	1	1	.....	.....	.....	2	6	1	6	.....	10	.....
126....	487	.....	1	.....	1	.....	2	.....	....	2	1	1	.....
127....	177	.....	1	.....	.....	.....	.....	.....	....	.....	.....	.....	.....
128 15	824	.....	1	.....	.....	.....	4	4	....	1	1	11	3
129....	911	1	1	1	1	.....	.....	1	....	8	1	.....	3
130....	240	.....	1	.....	1	.....	2	2	....	.....	.....	5	4
131 5	413	1	1	1	1	.....	2	.....	....	.....	1	.....	2
132....	318	1	1	1	.....	.....	1	.....	....	.....	.....	3	4
133....	452	.....	1	1	.....	1	1	.....	....	2	.....	1	.....
134....	434	1	1	.....	.....	.....	1	.....	....	2	.....	4	.....
135 3	366	.....	1	1	1	.....	2	.....	....	.....	.....	.....	2
136....	667	.....	1	.....	1	.....	1	1	1	.....	.....	6	8
137....	.....	1	1	1	.....	.....	.....	.....	....	.....	.....	.....	.....
138 7	549	.....	1	.....	.....	.....	.....	2	....	.....	.....	4	.....
271	75,556	63	136	40	79	17	250	217	31	318	78	369	181
407	64,690	52	128	30	79	17	219	208	50	325	102	413	199
....	10,866	11	8	10	.....	.....	31	9	....	.....	.....	.....	.....
136	.....	.....	.....	.....	.....	.....	.....	.....	19	7	24	44	18
.36	.....	45.65	98.55	28.98	57.24	12.31	17.31	15.03	2.15	22.02	5.40	25.55	12.53

COLLEGIATE INSTITUTES

I. TABLE K—FIN-

Collegiate Institutes	Re-		
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)
	$ c.	$ c.	$ c.
1 Barrie	1,255 69	2,124 16	5,156 70
2 Berlin	2,425 01	5,230 57	11,433 69
3 Brantford	3,018 39	750 00	17,000 00
4 Brockville	1,616 82	4,399 59	11,000 00
5 Chatham	1,576 24	3,305 18	10,243 00
6 Clinton	1,114 51	3,363 37	2,300 00
7 Cobourg	1,482 37	3,059 31	5,885 85
8 Collingwood	3,151 87	1,440 14	8,293 00
9 Fort William	4,265 68	.....	21,732 54
10 Galt	4,165 81	7,408 54	9,000 00
11 Goderich	1,241 98	3,441 57	3,200 00
12 Guelph	1,525 03	.....	11,905 21
13 Hamilton	1,941 20	.....	47,575 57
14 Ingersoll	1,345 62	3,557 41	5,034 92
15 Kingston	1,698 24	.....	17,220 00
16 Lindsay	2,915 10	5,054 83	6,547 51
17 London	1,820 29	6,856 48	39,949 73
18 Morrisburg	2,332 71	4,165 34	2,733 05
19 Napanee	2,507 90	4,605 11	4,350 00
20 Niagara Falls	1,451 09	1,837 79	26,791 50
21 Orillia	1,574 88	1,795 38	5,500 00
22 Ottawa	1,617 62	.....	47,025 25
23 Owen Sound	2,567 54	4,836 50	12,080 00
24 Perth	2,378 72	3,781 79	5,543 59
25 Peterborough	1,344 61	.....	19,500 00
26 Picton	2,949 98	5,548 61	6,000 00
27 Port Arthur	3,694 98	.....	15,000 00
28 Renfrew	1,472 09	3,140 03	6,000 00
29 Ridgetown	1,017 35	2,267 45	3,000 00
30 St. Catharines	1,513 87	3,364 41	11,203 92
31 St. Mary's	1,068 55	1,627 01	5,008 40
32 St. Thomas	1,518 23	4,076 04	38,500 00
33 Sarnia	1,466 32	2,934 79	8,460 00
34 Seaforth	1,242 86	3,541 63	2,093 72
35 Smith's Falls	1,714 33	.....	77,693 53
36 Stratford	3,117 27	2,375 69	16,000 00
37 Strathroy	1,072 41	2,027 67	7,450 00
38 Toronto, Harbord	1,417 35	.....	49,437 60
39 Toronto, Humberside	1,389 45	.....	27,186 96
40 Toronto, Jarvis	1,403 18	.....	31,970 69
41 Toronto, Parkdale	1,435 00	.....	91,580 02
42 Vankleek Hill	1,264 74	4,664 68	2,500 00
43 Windsor	1,559 99	1,887 76	14,807 50
44 Woodstock	2,739 70	5,115 56	8,000 00
Totals	85,392 57	113,584 39	778,893 45

AND HIGH SCHOOLS

ANCIAL STATEMENT

	ceipts			Expenditure		
	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to School accommodation
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	1,999 00	2,246 53	12,782 08	9,010 00	330 16	67 07
2	2,950 60	1,744 88	23,784 75	15,590 00	.....	217 05
3	3,421 50	2,182 51	26,372 40	18,237 98	499 50	30 62
4	902 00	1,482 90	19,401 31	12,081 63	.....	291 25
5	2,113 88	1,476 35	18,714 65	14,075 00	.....	356 35
6	1,130 00	529 97	8,437 85	6,610 00	144 55	189 11
7	1,006 13	1,662 34	13,096 00	8,965 00	.....	311 40
8	366 00	1,185 14	14,436 15	10,292 40	280 83	190 77
9	.....	500 00	26,498 22	11,855 00	10,872 72	80 69
10	3,028 35	1,160 00	24,762 70	19,291 68	426 92	56 55
11	1,542 23	4,132 87	13,558 65	7,620 00	200 55	56 82
12	3,323 46	1,669 07	18,422 77	13,380 00	930 78	534 98
13	7,337 90	669 50	57,524 17	37,860 00	690 00	419 09
14	629 25	371 49	10,938 69	7,700 00	.....	200 27
15	4,613 25	1,391 00	24,922 49	19,674 94	19 23	291 71
16	2,575 00	3,302 10	20,394 54	14,705 95	1,916 79	.....
17	5,295 00	8,827 45	62,748 95	43,054 50	.....	2,254,27
18	.....	5,683 67	14,914 77	8,039 35	.....	134 13
19	.....	4,459 14	15,922 15	8,522 80	71 05	76 28
20	.....	219 90	30,300 28	11,705 00	9,119 55	124 28
21	2,244 00	1,973 85	13,088 11	9,711 81	.....	492 98
22	12,188 50	761 22	61,592 59	47,374 30	780 05	1,187 62
23	2,583 95	1,297 42	23,365 41	17,807 50	240 56	.....
24	550 67	2,404 69	14,659,46	8,525 00	.....	19 02
25	2,255 85	532 48	23,632 94	19,443 00	.....	166 34
26	.....	6,631 03	21,129 62	9,205 42	112 83	58 50
27	.....	1,403 07	20,098 05	12,355 00	1,471 67	265 79
28	107 50	1,540 51	12,260 13	9,260 00	710 93	167 60
29	754 77	221 82	7,261 39	5,700 00	339 65	.....
30	1,366 50	3,851 37	21,300 07	10,593 26	4,388 68	906 26
31	1,467 00	708 86	9,879 82	7,368 58	.....	.....
32	1,098 00	1,104 10	46,296 37	19,888 13	20,413 23	82 18
33	.....	3,535 09	16,396 20	10,462 36	1,666 52	269 17
34	1,237 80	2,801 62	10,917 63	6,722 35	33 00	40 08
35	366 05	1 25	79,775 16	10,029 50	66,947 10	19 33
36	2,291 50	2,076 39	25,860 85	17,315 06	11 95	.....
37	1,181 00	1,173 92	12,905 00	6,390 00	5,127 08	.....
38	5,656 00	14,342 74	70,853 69	35,298 27	6,859 59	6,641 53
39	2,557 00	12,013 40	43,146 81	19,775 39	12,236 14	1,843 30
40	4,770 00	2,703 30	40,847 17	29,553 86	21 45	957 51
41	3,964 00	.....	96,979 02	29,631 05	77 06	1,212 67
42	64 00	3,974 12	12,467 54	6,290 00	71 89	153 26
43	1,543 10	904 83	20,703 18	16,335 00	.....	477 25
44	2,208 50	531 27	18,595 03	14,476 00	47 50	55 33
	92,689 24	111,385 16	1,181,944 81	677,782 07	147,059 51	20,898 41

COLLEGIATE INSTITUTES

I. TABLE K—FIN-

Collegiate Institutes—Continued	Expenditure—		
	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	Manual training, household science, and agricultural departments equipment	School books, stationery, prizes, fuel, examinations and all other expenses
	$ c.	$ c.	$ c.
1 Barrie	267 00	.....	1,371 30
2 Berlin	471 18	415 76	4,790 69
3 Brantford	360 00	198 00	7,046 30
4 Brockville	225 00	.....	2,996 58
5 Chatham	800 32	.....	2,488 41
6 Clinton	43 80	.....	1,075 71
7 Cobourg	258 99	.....	1,213 31
8 Collingwood	285 34	53 64	2,889 20
9 Fort William	545 26	.....	2,844 55
10 Galt	111 40	6 50	4,263 72
11 Goderich	163 95	.....	1,145 12
12 Guelph	446 25	.....	2,565 87
13 Hamilton	349 82	.....	6,914 50
14 Ingersoll	734 86	.....	1,722 38
15 Kingston	178 45	.....	3,740 27
16 Lindsay	133 21	462 50	2,523 27
17 London	643 84	.....	14,050 87
18 Morrisburg	.....	70 00	1,592 17
19 Napanee	80 00	760 08	1,490 27
20 Niagara Falls	128 53	.....	2,159 61
21 Orillia	.....	.....	2,363 72
22 Ottawa	208 03	.....	10,111 67
23 Owen Sound	402 41	385 51	2,148 29
24 Perth	62 55	75 20	2,102 19
25 Peterborough	200 00	.....	3,823 60
26 Picton	116 12	1,090 35	2,621 47
27 Port Arthur	609 40	1,158 04	3,845 07
28 Renfrew	198 39	.....	1,923 21
29 Ridgetown	57 82	.....	1,148 80
30 St. Catharines	449 05	158 51	2,905 02
31 St. Mary's	.....	.....	1,559 47
32 St. Thomas	177 87	.....	2,948 74
33 Sarnia	194 86	.....	3,574 44
34 Seaforth	97 88	.....	1,370 31
35 Smith's Falls	286 00	.....	2,493 23
36 Stratford	791 85	.....	7,272 10
37 Strathroy	99 12	.....	1,265 88
38 Toronto, Harbord	355 93	.....	7,919 89
39 Toronto, Humberside	2,740 83	.....	6,551 15
40 Toronto, Jarvis	22 79	.....	7,588 26
41 Toronto, Parkdale	21 00	.....	6,037 24
42 Vankleek Hill	.....	.....	845 67
43 Windsor	369 20	.....	3,369 42
44 Woodstock	.....	102 11	3,041 95
Totals	13,688 30	4,936 20	157,714 89

AND HIGH SCHOOLS—Continued

ANCIAL STATEMENT—Continued

Continued			
	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	
1	11,045 53	1,736 55	$10.
2	21,484 68	2,300 07	$10.
3	26,372 40	.....	City and Co. $10; others $16.
4	15,594 46	3,806 85	$5.
5	17,720 08	994 57	Res. 1st yr. free, thereafter $6; Co. and all others $10.
6	8,063 17	374 68	Lower school $6; Middle and Upper $10.
7	10,748 70	2,347 30	Co. free; Town and others $12.
8	13,992 18	443 97	H. S. Dist. free; others $10.
9	26,198 22	300 00	Free.
10	24,156 77	605 93	Co. $10; res. and other Cos. $14.
11	9,186 44	4,372 21	F. I $6; F. II $8; F's III and IV $10.
12	17,857 88	564 89	City free; Co. and adj. Cos. $10; others $20.
13	46,233 41	11,290 76	Res. 1st yr. $2.50, thereafter $10; non-res. boarding in city [$30; others $40.
14	10,357 51	581 18	$7.50.
15	23,904 60	1,017 89	Res. 1st yr. free; th reafter $15 & $30; non-res. $30 & $35.
16	19,741 72	652 82	Town and Co. $7.50 to $10; others $20.
17	60,003 48	2,745 47	City 1st yr. free; other yrs. and Co. $10; others $30.
18	9,835 65	5,079 12	Free.
19	11,000 48	4,921 67	Free.
20	23,236 97	7,063 31	Free.
21	12,568 51	519 60	$10.
22	59,661 67	1,930 92	Res. $10 to $25; non-res. $45 and $50.
23	20,984 27	2,381 14	Res. $8 to $12; others $10.
24	10,783 96	3,875 50	Res. free; Co. $5; others $16.
25	23,632 94	.....	Res. F. I free, II $5, III & IV $8, V $10; non-res. $25.
26	13,204 69	7,924 93	Free.
27	19,704 97	393 08	Free.
28	12,260 13	.....	Free to Town and Co.; others $25.
29	7,246 27	15 12	Town F. I free, thereafter $6; Co. and non-res. $10.
30	19,400 78	1,899 29	$5.
31	8,928 05	951 77	Res. 1st yr. free, other yrs. $5; non-res. $10.
32	43,510 15	2,786 22	Res. free; non-res. $10.
33	16,167 35	228 85	Free.
34	8,263 62	2,654 01	$6, $8, $10.
35	79,775 16	.....	Res. free; non-res. $5.
36	25,390 96	469 89	First year, free; others, $10.
37	12,882 08	22 92	Res. 1st yr. free; others $10.
38	57,075 21	13,778 48	Res. F.I free, non-res. $6; res. F.II, $9, non-res. F. II, $15; F. III, $15; IV, $21; V, $27.
39	43,146 81	.....	
40	38,143 87	2,703 30	
41	36,979 02	60,000 00	
42	7,360 82	5,106 72	Provinee free; others $10.
43	20,550 87	152 31	City and Co. free; others $30.
44	17,722 89	872 14	City. 1st yr. free; others $7.50.
	1,022,079 38	159,865 43	15 free; 29 not free.

COLLEGIATE INSTITUTES AND
I. TABLE K—FINANCIAL

High Schools	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	Re-
	$ c.	$ c.	$ c.	
1 Alexandria	883 04	1,103 87	4,611 25	
2 Almonte	853 43	853 43	2,913 37	
3 Arnprior	1,012 51	1,859 45	5,290 20	
4 Arthur	841 12	1,162 26	1,093 41	
5 Athens	2,029 17	2,600 00	1,310 00	
6 Aurora	861 39	1,151 18	2,500 00	
7 Aylmer	1,043 86	3,741 30	1,650 00	
8 Beamsville	633 19	1,200 00	1,680 00	
9 Belleville	1,180 66	2,235 99	10,219 41	
10 Bowmanville	930 71	2,216 06	2,700 00	
11 Bradford	726 75	1,308 09	600 00	
12 Brampton	1,117 29	2,690 28	4,100 00	
13 Brighton	521 85	799 86	1,200 00	
14 Caledonia	807 30	3,215 97	1,900 00	
15 Campbellford	913 38	1,766 38	3,410 00	
16 Carleton Place	754 16	754 16	3,450 00	
17 Cayuga	676 78	3,898 36	1,000 00	
18 Chesley	862 76	1,641 08	2,400 00	
19 Colborne	601 70	1,329 83	1,500 00	
20 Cornwall	1,373 74	5,050 82	7,092 30	
21 Deseronto	783 90	783 90	2,800 00	
22 Dundas	912 53	1,312 53	3,050 00	
23 Dunnville	1,042 26	3,956 86	4,989 75	
24 Dutton	1,970 01	3,346 80	500 00	
25 Elora	668 47	920 74	2,000 00	
26 Essex	2,105 63	3,748 21	2,500 00	
27 Fergus	766 04	1,434 75	1,900 00	
28 Forest	754 23	2,272 32	1,500 00	
29 Gananoque	901 08	1,617 00	2,691 43	
30 Georgetown	869 23	1,796 76	1,874 46	
31 Glencoe	707 25	1,289 04	1,000 00	
32 Gravenhurst	1,492 28	.....	1,900 00	
33 Grimsby	703 78	2,520 23	807 45	
34 Hagersville	688 72	1,667 12	4,000 00	
35 Haileybury	6,715 68	.....	3,075 00	
36 Harriston	844 62	1,249 61	3,349 99	
37 Hawkesbury	782 37	.....	2,338 63	
38 Iroquois	815 21	2,775 74	2,650 00	
39 Kemptville	890 23	2,915 04	2,600 00	
40 Kenora	1,531 18	.....	3,500 00	
41 Kincardine	1,045 53	2,183 17	2,100 00	
42 Leamington	1,013 94	2,240 33	4,500 00	
43 Listowel	908 77	2,476 55	2,000 00	
44 Lucan	765 31	1,990 82	1,400 00	
45 Madoc	723 50	1,867 96	1,400 00	
46 Markham	866 88	2,797 25	1,200 00	
47 Meaford	1,293 07	2,746 55	3,000 00	
48 Midland	938 49	402 25	4,000 00	
49 Mitchell	778 48	1,230 85	2,700 00	
50 Mount Forest	825 63	1,180 88	2,500 00	
51 Newburgh	685 91	2,236 88	875 00	
52 Newcastle	559 98	889 16	1,047 44	
53 Newmarket	2,234 77	2,604 90	2,800 00	
54 Niagara	582 11	900 00	600 00	
55 Niagara Falls South	946 11	746 11	1,200 00	
56 North Bay	1,896 02	.....	41,369 50	
57 Norwood	1,966 65	3,029 96	1,084 10	
58 Oakville	835 21	1,815 31	2,102 88	

HIGH SCHOOLS—Continued

STATEMENT—Continued

	ceipts			Expenditure		
	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodations
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	.....	1,136 91	7,735 07	4,630 00	.....	.....
2	491 50	412 77	5,524 50	4,347 30	300 00	.....
3	.....	510 40	8,672 56	6,230 00	65 75	96 25
4	695 85	371 35	4,163 99	2,940 00	15 05	.....
5	486 00	2,730 38	9,155 55	5,627 50	160 63	13 05
6	884 00	1,463 37	6,859 94	4,300 00	.....	145 20
7	919 00	673 30	8,027 46	6,140 00	99 07	180 59
8	.....	766 87	4,280 06	2,470 00	.....	127 74
9	.....	4,605 00	18,241 06	9,874 49	4,491 00	1,471 60
10	251 61	42 72	6,141 10	4,766 66	.....	239 39
11	691 00	53 13	3,378 97	2,962 10	.....	.....
12	1,233 00	449 02	9,589 59	7,510 00	.....	125 97
13	.....	1,009 81	3,531 52	1,992 00	.....	.....
14	154 50	2,491 47	8,569 24	4,614 50	.....	.....
15	211 50	330 24	6,631 50	4,686 87	650 09	6 50
16	244 00	508 72	5,711 04	4,440 00	.....	139 23
17	.....	815 93	6,391 07	3,140 00	613 82	.....
18	927 00	712 84	6,543 68	4,498 28	1,020 00	.....
19	.....	2,325 25	5,756 78	2,116 67	256 57	116 95
20	.....	5,587 91	19,104 77	10,964 13	101 50	154 64
21	.....	117 80	4,485 60	3,038 16	215 48	.....
22	414 00	259 79	5,948 85	4,242 65	.....	86 08
23	.....	2,602 96	12,591 83	6,180 00	2,965 54	229 35
24	774 00	1,663 49	8,254 30	5,350 04	.....	.....
25	309 25	46 33	3,944 79	3,120 00	38 24	10 00
26	.....	2,043 26	10,397 10	6,185 00	.....	214 64
27	577 00	2,359 27	7,037 06	4,050 00	.....	.....
28	.....	1,178 79	5,705 34	3,540 00	65 00	.....
29	155 50	75 60	5,440 61	4,355 42	94 13	.....
30	1,191 50	91 55	5,823 50	4,570 00	80 98	166 64
31	664 00	81 00	3,741 29	3,040 00	23 50	7 00
32	354 00	98 68	3,844 96	2,905 00	45 75	12 57
33	.....	555 88	4,587 34	3,046 67	.....	131 37
34	.....	2,923 59	9,279 43	2,970 00	2,506 00	77 24
35	639 50	4,507 95	14,938 13	4,460 00	2,834 16	431 87
36	522 00	153 73	6,119 95	4,760 00	34 45	138 77
37	703 11	.....	3,824 11	2,939 71	.....	29 15
38	.....	1,853 55	8,094 50	4,425 00	.....	.....
39	490 00	154 54	7,049 81	5,095 25	50 70	64 27
40	.....	.....	5,031 18	4,270 30	.....	.....
41	987 00	1,006 10	7,321 80	5,680 00	.....	2 65
42	87 75	262 94	8,104 96	6,040 00	165 26	88 99
43	1,311 00	250 27	6,946 59	5,630 00	228 79	197 31
44	924 00	23 15	5,103 28	4,214 00	11 50	83 03
45	.....	413 49	4,404 95	3,080 00	263 85	74 67
46	1,115 50	174 69	6,154 32	4,670 50	.....	101 32
47	818 00	789 76	8,647 38	6,901 84	129 40	54 00
48	454 00	1,202 78	6,997 52	5,378 40	.....	.....
49	924 00	478 19	6,111 52	4,201 95	789 05	13 75
50	1,117 75	628 45	6,252 71	4,175 00	55 20	166 76
51	16 00	1,122 02	4,935 81	3,000 00	97 23	.....
52	.....	25 00	2,521 58	1,983 28	30 08	57 68
53	1,168 00	290 10	9,097 77	6,776 66	38 45	164 20
54	.....	429 62	2,511 73	1,753 75	.....	93 09
55	.....	3,688 57	6,580 79	3,389 39	.....	321 44
56	.....	552 15	43,817 67	5,200 00	34,036 50	104 30
57	438 00	259 09	6,777 80	4,270 10	.....	10 57
58	502 00	18 22	5,273 62	3,680 00	31 00	.....

COLLEGIATE INSTITUTES AND
I. TABLE K—FINANCIAL

High Schools—Continued	Expenditure— Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	Manual training, household science and agricultural department equipments	School books, stationery, prizes, fuel, examinations and other expenses
	$ c.	$ c.	$ c.
1 Alexandria	75 00	.....	1,547 80
2 Almonte	.....	.....	765 75
3 Arnprior	224 76	.....	1,678 90
4 Arthur	200 53	.....	918 18
5 Athens	.....	534 43	784 80
6 Aurora	15 00	.....	726 37
7 Aylmer	325 42	.....	1,006 86
8 Beamsville	44 00	.....	1,291 60
9 Belleville	899 37	.....	1,504 60
10 Bowmanville	112 67	.....	983 38
11 Bradford	15 00	.....	305 13
12 Brampton	159 44	.....	1,100 28
13 Brighton	193 70	.....	651 05
14 Caledonia	29 30	.....	827 16
15 Campbellford	323 59	.....	919 68
16 Carleton Place	155 79	.....	826 78
17 Cayuga	45 74	.....	623 24
18 Chesley	253 08	.....	376 42
19 Colborne	72 06	.....	688 36
20 Cornwall	.....	.....	2,190 41
21 Deseronto	120 43	.....	966 92
22 Dundas	91 93	.....	1,457 16
23 Dunnville	150 00	.....	1,506 36
24 Dutton	.....	.....	1,180 91
25 Elora	217 80	.....	500 18
26 Essex	98 25	454 76	1,097 81
27 Fergus	109 77	.....	1,020 32
28 Forest	48 00	.....	744 35
29 Gananoque	87 60	.....	903 46
30 Georgetown	110 39	.....	895 49
31 Glencoe	.....	.....	661 26
32 Gravenhurst	101 51	.....	725 08
33 Grimsby	165 54	.....	1,074 95
34 Hagersville	105 72	.....	3,500 93
35 Haileybury	308 46	.....	6,426 74
36 Harriston	89 58	.....	920 43
37 Hawkesbury	36 93	.....	818 32
38 Iroquois	.....	.....	1,584 32
39 Kemptville	35 00	.....	895 64
40 Kenora	46 31	.....	714 57
41 Kincardine	135 80	.....	1,076 33
42 Leamington	84 83	.....	1,159 72
43 Listowel	66 11	.....	824 38
44 Lucan	189 23	.....	529 97
45 Madoc	324 24	.....	508 98
46 Markham	156 83	.....	1,062 18
47 Meaford	267 32	.....	1,243 00
48 Midland	58 98	.....	1,134 88
49 Mitchell	16 96	.....	1,042 32
50 Mount Forest	223 95	.....	1,580 69
51 Newburgh	2 85	.....	461 89
52 Newcastle	.....	.....	405 90
53 Newmarket	220 90	66 10	1,415 08
54 Niagara	112 40	.....	259 87
55 Niagara Falls South	78 95	25 00	971 08
56 North Bay	273 51	.....	2,248 16
57 Norwood	37 49	527 63	782 33
58 Oakville	229 45	.....	1,333 17

HIGH SCHOOLS—Continued

STATEMENT—Continued

Continued

	Total Expenditure	Balances	Charges per year for Tuition
	$ e.	$ e.	
1	6,252 80	1,482 27	Free.
2	5,413 05	111 45	Res. $3.50; Co. and others, $8.50.
3	8,295 66	376 90	Free.
4	4,073 76	90 23	$10.
5	7,120 41	2,035 14	Res. free; Co. $5; others $20.
6	5,186 57	1,673 37	$10.
7	7,751 94	275 52	Res. F. I $5; others $10.
8	3,933 34	346 72	Free.
9	18,241 06	.....	Free.
10	6,102 10	39 00	F. I $3, II $6; others $7.50
11	3,282 23	96 74	Res. 1st yr. free; others $10.
12	8,895 69	693 90	$10.
13	2,836 75	694 77	Free.
14	5,470 96	3,098 28	Res. and Co. free; others $4.50.
15	6,586 73	44 77	F. I free; F. IV $10; all others $6.
16	5,561 80	149 24	Dist. free; Lanark and Carleton Cos. $5; others $10.
17	4,422 80	1,968 27	Free.
18	6,147 78	395 90	$10.
19	3,250 61	2,506 17	Free.
20	13,410 68	5,694 09	Free.
21	4,340 99	144 61	Free.
22	5,877 82	71 03	Town F. I free; others $10.
23	11,031 25	1,560 58	Free.
24	6,530 95	1,723 35	$10.
25	3,886 22	58 57	Res. $5; non-res. $10.
26	8,050 46	2,346 64	Res., Co. and adj. Cos. free; others $10.
27	5,180 09	1,856 97	Res. free; non-res. $10.
28	4,397 35	1,307 99	Free.
29	5,440 61	.....	Res. free; Co. and others $5.
30	5,823 50	.....	$10.
31	3,740 76	53	$10.
32	3,789 91	55 05	F. I $5; others $10; Commercial $2.50 extra.
33	4,418 53	168 81	Free.
34	9,159 89	119 54	Free.
35	14,461 23	476 90	Res. free; non. res. $30.
36	5,943 23	176 72	Res. F. I free; others $10.
37	3,824 11	.....	Free.
38	6,009 32	2,085 18	Free.
39	6,140 86	908 95	Dist. free; others $5.
40	5,031 18	.....	Free.
41	6,894 78	427 02	Dist. $8; others $10.
42	7,538 80	566 16	Town and Co. free; others $10.
43	6,946 59	.....	$10.
44	5,027 73	75 55	$10.
45	4,251 74	153 21	Free.
46	5,990 83	163 49	$10.
47	8,595 56	51 82	Res. F. I $5, other F's $8; non-res. $10.
48	6,572 26	425 26	Dist. $5; others $10.
49	6,064 03	47 49	Dist. $6; others $10.
50	6,201 60	51 11	Dist. F. I free; others $10.
51	3,561 97	1,373 84	Res. and Co. free; others $10.
52	2,476 94	44 64	Free.
53	8,681 39	416 38	$10.
54	2,219 11	292 62	Free.
55	4,785 86	1,794 93	Free.
56	41,862 47	1,955 20	Free.
57	5,628 12	1,149 68	$6.
58	5,273 62	.....	Res. $5; non-res. F. I $5; other F's $8.

COLLEGIATE INSTITUTES

I. TABLE K—FINANCIAL

High Schools—Continued	Legislative Grants	Municipal Grants (county)	Municipal Grants(local)	Re-
	$ c.	$ c.	$ c.	
59 Omemee	556 18	858 48	890 35	
60 Orangeville	2,276 90	2,796 23	3,600 00	
61 Oshawa	1,113 26	2,039 61	6,312 00	
62 Paris	2,187 08	987 08	3,840 00	
63 Parkhill	783 14	1,906 74	1,878 00	
64 Pembroke	864 45	864 45	5,840 41	
65 Penetanguishene	761 63	.....	3,000 00	
66 Petrolea	1,999 90	3,150 06	2,600 00	
67 Plantagenet	633 59	2,098 50	1,600 00	
68 Port Dover	539 70	539 70	1,306 67	
69 Port Elgin	718 37	1,214 24	1,200 00	
70 Port Hope	2,424 89	3,993 39	3,888 63	
71 Port Perry	767 45	1,922 53	1,895 34	
72 Port Rowan	554 14	609 55	1,482 07	
73 Prescott	803 77	671 20	4,550 00	
74 Richmond Hill	739 36	1,717 02	400 00	
75 Rockland	688 04	2,287 92	620 00	
76 Sault Ste. Marie	6,200 52	.....	14,650 00	
77 Simcoe	2,309 82	4,270 42	4,140 16	
78 Smithville	663 96	2,516 80	1,200 00	
79 Stirling	2,114 82	3,337 71	600 00	
80 Streetsville	696 93	1,636 00	975 00	
81 Sudbury	7,431 96	.....	7,000 00	
82 Sydenham	1,941 22	3,200 00	.....	
83 Thorold	925 48	872 04	1,800 00	
84 Tillsonburg	956 77	906 77	3,000 00	
85 Toronto, Commerce and Finance	977 81	.....	124,157 35	
86 Toronto, Malvern	1,200 35	.....	73,293 42	
87 Toronto, North	.....	334 64	4,000 00	
88 Toronto, Oakwood	1,241 73	.....	22,663 81	
89 Toronto, Riverdale	1,372 70	.....	75,901 13	
90 Toronto, Technical	.....	.....	49,824 90	
91 Trenton	881 45	1,046 72	3,700 00	
92 Uxbridge	756 32	1,935 37	1,500 00	
93 Vienna	543 65	1,112 30	700 00	
94 Walkerton	2,103 25	1,299 65	2,600 00	
95 Wardsville	533 09	886 26	544 19	
96 Waterdown	594 04	1,132 61	250 00	
97 Waterford	731 56	1,551 65	1,500 00	
98 Watford	812 52	2,383 65	1,300 00	
99 Welland	2,066 73	4,062 67	3,000 00	
100 Weston	777 11	1,541 21	21,100 00	
101 Whitby	2,380 76	2,156 96	2,800 00	
102 Wiarton	750 42	1,436 04	1,440 00	
103 Williamstown	791 46	863 28	4,324 20	
104 Wingham	959 33	2,471 62	2,038 14	
1 Totals, High Schools	124,563 46	174,135 02	660,431 34	
2 Totals, Collegiate Institutes	85,392 57	113,584 39	778,893 45	
3 Grand Totals, 1912	209,956 03	287,719 41	1,439,324 79	
4 Grand Totals, 1911	195,003 95	264,856 07	932,575 07	
5 Increases	14,952 08	22,863 34	506,749 72	
6 Decreases	.....	.....	.....	
7 Percentages	8.69	11.92	59.62	

AND HIGH SCHOOLS—Continued

STATEMENT—Continued

	ceipts			Expenditure		
	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodations
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
59	112 00	142 19	2,559 20	2,037 75	9 85	25 00
60	1,372 05	1,735 03	11,780 21	6,876 66	387 11	408 63
61	804 00	1,095 50	11,364 37	7,540 37	569 15	391 96
62	368 05	574 50	7,956 71	5,360 00	.....	32 17
63	666 00	119 97	5,353 85	4,110 00	.....	135 19
64	.....	137 60	7,706 91	5,600 50	181 00	223 14
65	.....	659 33	4,420 96	3,110 00	60 18	11 96
66	.....	2,504 08	10,254 04	5,899 99	26 58	17 97
67	.....	188 50	4,520 59	2,480 00	200 00	.....
68	.....	20 00	2,406 07	1,858 49	252 80	.....
69	416 50	329 45	3,878 56	2,480 00	178 05	.....
70	848 00	312 43	11,467 34	8,395 28	.....	261 15
71	261 50	206 74	5,053 56	4,290 00	.....	32 00
72	.....	23 00	2,668 76	2,140 00	.....	93 65
73	91 50	149 56	6,266 03	4,780 00	109 01	219 53
74	658 00	136 36	3,650 74	2,900 00	.....	23 90
75	.....	563 70	4,159 66	2,420 00	.....	15 00
76	1,663 00	2,975 97	25,489 49	11,887 00	6,490 31	9 34
77	56 60	145 80	10,922 80	7,595 00	1,163 53	6 75
78	.....	790 61	5,171 37	2,705 00	.....	69 66
79	.....	1,955 86	8,008 39	4,808 52	53 77	8 73
80	490 00	1,245 34	5,043 27	3,193 00	.....	1 50
81	117 00	1,739 47	16,288 43	7,284 00	769 70	80 68
82	653 00	3,772 75	9,566 97	4,697 00	112 63	.....
83	.....	739 13	4,336 65	2,988 00	.....	105 70
84	749 75	829 33	6,442 62	4,419 09	99 69	.....
85	1,578 25	.....	126,713 41	17,902 50	522 44	164 82
86	962 00	.....	75,455 77	10,268 99	4,068 50	1,018 43
87	873 00	12 50	5,220 14	3,749 50	102 72	.....
88	1,934 00	12,936 77	38,776 31	15,977 46	13,223 60	2,133 45
89	2,311 00	9,366 85	88,951 68	17,306 93	2,123 54	1,402 73
90	7,584 75	98,332 83	155,742 48	48,818 07	74,863 76	1,993 27
91	.....	801 69	6,429 86	4,323 57	108 15	203 06
92	607 25	572 66	5,371 60	4,010 00	.....	28 50
93	.....	776 46	3,132 41	1,880 00	100 00	67 94
94	636 25	697 41	7,336 56	5,007 26	247 00	.....
95	294 75	48 25	2,306 54	1,930 00	22 10	13 65
96	326 00	552 68	2,855 33	2,560 00	.....	74 40
97	.....	1,024 20	4,807 41	3,290 00	.....	4 19
98	259 00	1,973 21	6,728 38	4,120 00	.....	55 98
99	.....	6,152 65	15,282 05	6,486 68	3,223 50	64 55
100	725 00	813 02	24,956 34	4,860 00	18,765 75	30 37
101	292 00	1,490 04	9,119 76	6,180 00	.....	79 56
102	309 50	584 58	4,520 54	2,990 00	173 76	89 06
103	.....	299 61	6,278 55	4,970 00	.....	186 78
104	1,130 00	1,150 26	7,749 35	5,450 00	101 45	321 24
1	52,995 52	220,057 61	1,232,182 95	554,755 18	180,922 35	16,055 41
2	92,689 24	111,385 16	1,181,944 81	677,782 07	147,059 51	20,898 41
3	145,684 76	331,442 77	2,414,127 76	1,232,537 25	327,981 86	36,953 82
4	144,501 72	643,089 09	2,180,025 90	1,141,123 77	470,757 66	28,902 79
5	1,183 04	.....	234,101 86	91,413 48	.....	8,051 03
6	.....	311,646 32	.....	.....	142,775 80	.....
7	6.03	13.73	.....	63.11	16.79	1.89

COLLEGIATE INSTITUTES

I. TABLE K—FINANCIAL

High Schools—Concluded	Expenditure— Library, scientific apparatus, maps, etc., typewriters, drawing models, and equipment for physical education	Manual training, household science, and agricultural department equipments	School books, stationery, prizes, fuel, examinations and other expenses
	$ c.	$ c.	$ c.
59 Omemee	15 94	.....	393 40
60 Orangeville	66 55	391 00	1,706 31
61 Oshawa	574 61	.....	2,288 28
62 Paris	57 50	417 98	1,230 48
63 Parkhill	.....	.....	1,009 81
64 Pembroke	272 61	.....	1,429 66
65 Penetanguishene	53 41	.....	1,066 59
66 Petrolea	34 65	158 56	925 42
67 Plantagenet	.....	.....	523 84
68 Port Dover	57 00	.....	237 78
69 Port Elgin	46 75	.....	821 25
70 Port Hope	207 90	474 89	1,897 19
71 Port Perry	.....	.....	691 26
72 Port Rowan	126 11	.....	309 00
73 Prescott	85 27	.....	994 33
74 Richmond Hill	123 47	.....	474 03
75 Rockland	46 07	.....	295 50
76 Sault Ste. Marie	596 77	1,364 60	3,305 72
77 Simcoe	593 95	426 32	1,137 25
78 Smithville	.....	.....	438 65
79 Stirling	.....	500 00	1,360 26
80 Streetsville	66 51	.....	391 94
81 Sudbury	158 54	.....	2,119 17
82 Sydenham	40 00	751 00	3,441 34
83 Thorold	53 20	.....	749 94
84 Tillsonburg	196 14	.....	1,727 70
85 Toronto, Commerce and Finance	1,322 96	.....	3,640 11
86 Toronto, Malvern	115 09	19 53	4,001 23
87 Toronto, North	281 15	.....	757 13
88 Toronto, Oakwood	600 95	51 85	6,789 00
89 Toronto, Riverdale	459 63	36 60	5,011 77
90 Toronto, Technical	4,231 15	3,341 07	22,495 16
91 Trenton	41 86	.....	832 71
92 Uxbridge	78 53	.....	1,254 57
93 Vienna	30 25	.....	43 00
94 Walkerton	40 63	275 41	731 57
95 Wardsville	.....	.....	316 66
96 Waterdown	.....	.....	220 93
97 Waterford	3 60	.....	614 59
98 Watford	.....	.....	478 21
99 Welland	228 25	776 87	998 64
100 Weston	68 19	.....	804 96
101 Whitby	141 44	.....	1,294 31
102 Wiarton	37 40	.....	827 42
103 Williamstown	.....	.....	1,121 77
104 Wingham	196 19	.....	1,205 81
1 Totals, High Schools	18,897 69	10,593 60	149,757 53
2 Totals, Collegiate Institutes	13,688 30	4,936 20	157,714 89
3 Grand Totals, 1912	32,585 99	15,529 80	307,472 42
4 Grand Totals, 1911	54,057 98	.....	253,216 01
5 Increases	.....	.....	54,256 41
6 Decrease	21,471 99	.....	.....
7 Percentages	1.67	.79	15.74

AND HIGH SCHOOLS—Continued

STATEMENT—Concluded

Concluded	Total Expenditure	Balances	Charges per year for Tuition
	$ c.	$ c.	
59	2,481 94	77 26	Dist. free; others $10.
60	9,836 26	1,943 95	$10.
61	11,364 37	.....	F. I free; others $7.50.
62	7,098 13	858 58	Dist. and Co. free; others $20.
63	5,255 00	98 85	Res. L. Sch. $6; M. & U. Schs. $8; non-res. $10
64	7,706 91	.....	Free.
65	4,302 14	118 82	Free.
66	7,063 17	3,190 87	Free.
67	3,203 84	1,316 75	Free.
68	2,406 07	.....	Free.
69	3,526 05	352 51	Village $6.50; others $10.
70	11,236 41	230 93	Town $9; Co. free.
71	5,013 26	40 30	$7.50.
72	2,668 76	.....	Free.
73	6,188 14	77 89	Res. free, others $5.
74	3,521 40	129 34	$10.
75	2,776 57	1,383 09	Free.
76	23,653 74	1,835 75	$10.
77	10,922 80	.....	Dist and Co. free; others $10.
78	3,213 31	1,958 06	Free.
79	6,731 28	1,277 11	Free.
80	3,652 95	1,390 32	$10.
81	10,412 09	5,876 34	Res. free; non-res. $10.
82	9,041 97	525 00	L. and M. Schs. $5; U. Sch. $12.
83	3,896 84	439 81	Free.
84	6,442 62	.....	L. and M. Sch. $7.50; U. Sch. $10.
85	23,552 83	103,160 58	1st and 2nd years free; 3rd $15; 4th $21.
86	19,491 77	55,964 00	
87	4,890 50	329 64	Res. F. I free, non-res. $6; Res. F. II $9, non-res. F. II
88	38,776 31	.....	$15; F. III $15; IV $21; V $27.
89	26,341 20	62,610 48	
90	155,742 48	.....	Industrial courses free; Matric. and Dom. Sch. 1st yr
91	5,509 35	920 51	Free. [free, 2nd $9, 3rd $15, 4th $21.
92	5,371 60	.....	Res. $5; non-res. $7,50.
93	2,121 19	1,011 22	Free.
94	6,301 87	1,034 69	$10.
95	2,282 41	24 13	$7.50.
96	2,855 33	.....	$10.
97	3,912 38	895 03	Free.
98	4,654 19	2,074 19	Res. $10; others free.
99	11,778 49	3,503 56	Free.
100	24,529 27	427 07	$10.
101	7,695 31	1,424 45	Town, $5; Co. $7.50; others $10.
102	4,117 64	402 90	$6.
103	6,278 55	.....	Free.
104	7,274 69	474 66	L. Sch. $6; M. Sch. $8; U. Sch. $10.
1	930,981 76	301,201 19	51 free; 53 not free.
2	1,022,079 38	159,865 43	15 free; 29 not free.
3	1,953,061 14	461,066 62	66 free; 82 not free.
4	1,948,058 21	231,967 69	64 free; 84 not free.
5	5,002 93	229,098 93	2 free.
6	.....	.....	2 not free.
7	.....	.....	44.59 free; 55.40 not free.

Cost per pupil, enrolled attendance, $60.51; average attendance, $96.36.

COLLEGIATE INSTITUTES

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

Collegiate Institutes	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Totals	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing the High School District	Municipalities within the County or Territorial District	Other Counties or Districts
1 Barrie	142	144	286	169	178	82	26	159	122	5
2 Berlin	193	154	347	222	230	87	30	207	136	4
3 Brantford	294	278	572	367	359	177	36	393	145	34
4 Brockville	144	195	339	221	223	81	35	220	118	1
5 Chatham	202	231	433	258	241	129	63	269	159	5
6 Clinton	111	96	207	139	135	52	20	91	116	.....
7 Cobourg	127	130	257	152	180	69	8	159	98	.....
8 Collingwood	97	132	229	148	163	54	12	164	41	24
9 Fort William	91	122	213	134	168	41	4	208	5	.....
10 Galt	162	210	372	238	260	80	32	191	162	19
11 Goderich	93	162	255	167	161	76	18	135	114	6
12 Guelph	202	250	452	275	293	115	44	310	111	31
13 Hamilton	516	471	987	619	481	362	144	877	76	34
14 Ingersoll	66	91	157	92	94	56	7	83	56	18
15 Kingston	246	275	521	349	292	203	26	468	46	7
16 Lindsay	198	219	417	266	275	86	56	226	130	61
17 London	544	546	1,090	684	687	300	103	845	238	7
18 Morrisburg	52	73	125	84	60	47	18	53	71	1
19 Napanee	87	149	236	152	121	90	25	97	126	13
20 Niagara Falls	121	144	265	164	176	60	29	212	39	14
21 Orillia	127	171	298	198	171	100	27	174	65	59
22 Ottawa	605	478	1,083	698	665	351	67	977	46	60
23 Owen Sound	255	258	513	307	281	184	48	338	133	42
24 Perth	104	122	226	152	128	84	14	119	103	4
25 Peterborough	196	264	460	327	334	86	40	387	57	16
26 Picton	100	124	224	148	123	83	18	97	124	3
27 Port Arthur	80	77	157	101	114	30	13	156	.....	1
28 Renfrew	131	178	309	196	206	82	21	136	157	16
29 Ridgetown	77	98	175	110	125	39	11	96	73	6
30 St. Catharines	152	207	359	213	282	48	29	234	111	14
31 St. Mary's	126	142	268	185	157	93	18	126	79	63
32 St. Thomas	221	301	522	334	293	186	43	378	139	5
33 Sarnia	164	186	350	222	242	85	23	280	69	1
34 Seaforth	88	123	211	135	102	58	51	69	120	22
35 Smith's Falls	125	159	284	185	158	111	15	202	38	44
36 Stratford	258	225	483	289	281	144	58	345	109	29
37 Strathroy	91	110	201	137	101	88	12	114	86	1
38 Toronto, Harbord	387	453	840	548	435	318	87	840	.....	.....
39 Toronto, Humberside	208	218	426	276	248	149	29	355	45	26
40 Toronto, Jarvis	312	348	660	410	349	244	67	648	6	6
41 Toronto, Parkdale	291	376	667	426	395	230	42	602	49	16
42 Vankleek Hill	64	128	192	130	132	49	11	67	94	31
43 Windsor	210	184	394	240	313	60	21	302	88	4
44 Woodstock	187	229	416	270	267	114	35	193	188	35
Totals	8,247	9,231	17,478	11,137	10,679	5,263	1,536	12,602	4,088	788

AND HIGH SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects						
	Commerce	Agriculture	Law, Medicine, or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
1	78	104	17	3	66	5	13	.....	226	277	277	265	134	80	15
2	179	30	44	10	7	6	40	31	289	314	347	300	200	12	12
3	156	131	30	14	178	17	38	8	416	552	552	325	280	172	27
4	85	110	8	.....	94	12	20	10	250	335	335	318	318	93	18
5	115	143	30	10	59	66	10	.....	279	421	421	325	325	129	51
6	37	103	14	.....	29	8	16	.....	151	200	200	138	156	59	12
7	50	85	20	2	49	16	29	6	211	255	255	113	138	38	4
8	35	39	21	2	38	45	33	16	217	229	226	107	217	54	6
9	156	5	.....	.....	32	4	16	.....	129	213	213	188	188	41	3
10	110	73	21	7	128	2	29	2	281	367	367	196	340	81	24
11	42	100	15	3	39	25	13	18	183	251	251	237	237	74	11
12	141	117	28	11	96	18	26	15	339	452	452	214	242	115	35
13	449	86	107	12	163	44	94	32	574	980	984	898	898	416	65
14	25	73	5	4	31	1	10	8	128	156	156	139	139	49	6
15	126	58	41	20	125	31	107	13	442	513	513	351	321	181	11
16	66	150	13	8	42	60	44	34	302	399	404	376	375	189	19
17	341	198	90	23	321	40	56	21	771	1,037	1,037	904	817	338	56
18	28	58	9	1	12	14	3	.....	93	122	122	86	70	52	14
19	24	135	21	6	20	15	10	5	152	230	230	152	217	57	18
20	79	36	6	5	44	49	34	12	122	255	255	176	256	60	29
21	79	102	17	14	36	30	14	6	268	292	292	200	198	104	16
22	279	59	76	39	188	37	354	51	484	1,073	1,072	504	577	130	37
23	108	165	21	9	85	79	37	9	341	480	480	465	465	184	27
24	38	104	12	.....	41	22	8	1	160	223	223	212	212	52	12
25	85	50	25	6	54	165	34	41	367	446	446	367	240	96	18
26	12	143	5	8	15	22	9	10	164	215	215	173	138	82	12
27	47	3	18	2	40	22	20	5	127	155	155	127	127	30	7
28	53	145	18	6	36	42	3	6	206	304	304	285	193	82	15
29	46	78	10	1	18	9	6	7	114	172	169	133	77	36	9
30	108	74	14	5	106	36	16	.....	264	359	359	330	330	48	16
31	78	133	12	5	7	23	7	3	243	257	255	247	247	99	11
32	111	139	16	9	141	102	4	.....	379	498	498	309	313	144	29
33	118	48	34	1	110	38	.....	1	242	345	345	323	323	85	8
34	40	113	12	3	23	12	.....	8	115	198	198	80	92	68	45
35	61	75	8	1	81	39	11	8	212	284	284	269	269	78	8
36	116	140	34	4	164	.....	25	.....	350	450	450	440	440	159	50
37	32	92	22	3	29	10	10	3	160	197	197	131	133	73	7
38	300	20	50	10	250	.....	160	50	668	839	839	570	485	417	51
39	94	46	28	11	84	9	125	29	350	418	418	284	261	146	14
40	230	10	105	32	162	35	56	30	456	652	652	318	436	188	31
41	224	29	53	15	140	37	129	40	495	663	663	346	320	128	26
42	21	112	15	.....	10	14	8	12	132	189	189	141	145	49	8
43	86	29	21	4	115	55	76	8	338	392	392	294	272	60	8
44	121	162	29	12	76	9	.....	7	267	401	401	381	406	114	14
	4,809	3,905	1,195	341	3,584	1,325	1,753	566	12,457	17,060	17,093	12,737	12,567	4,942	915

COLLEGIATE INSTITUTES

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

Collegiate Institutes	Number of Pupils in the Various Subjects—Continued										
	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin	Greek
1 Barrie	11	194	183	194	259	193	16	198	24	232	....
2 Berlin	12	268	250	280	298	160	15	95	175	268	8
3 Brantford	21	344	378	412	506	497	21	405	99	346	4
4 Brockville	6	281	250	257	333	216	30	279	31	294	6
5 Chatham	38	241	241	278	326	245	49	210	44	281	29
6 Clinton	5	151	151	151	189	189	12	101	25	181	....
7 Cobourg	4	180	180	211	220	108	5	176	15	170	1
8 Collingwood	8	163	163	217	223	206	6	129	25	159	3
9 Fort William	3	165	168	176	131	132	3	117	22	109	4
10 Galt	25	266	260	287	289	279	20	252	81	254	1
11 Goderich	10	161	161	183	212	142	12	109	18	120	3
12 Guelph	28	293	293	339	334	334	37	312	130	333	15
13 Hamilton	59	573	574	576	964	962	122	862	284	923	33
14 Ingersoll	2	123	123	131	140	95	6	64	10	101	....
15 Kingston	11	371	319	410	452	387	11	368	103	364	16
16 Lindsay	20	300	299	300	334	335	27	281	27	300	8
17 London	33	771	771	771	864	587	65	648	80	718	10
18 Morrisburg	8	84	84	92	119	119	15	108	21	114	4
19 Napanee	6	152	152	152	209	140	19	143	41	203	9
20 Niagara Falls	10	176	122	184	255	84	18	210	27	178	3
21 Orillia	11	190	201	268	262	254	21	184	37	235	3
22 Ottawa	15	640	741	933	955	610	94	995	176	664	18
23 Owen Sound	20	341	341	341	450	446	33	287	33	294	9
24 Perth	12	160	128	160	222	137	10	152	25	178	5
25 Peterborough	16	367	367	364	422	420	24	330	49	344	11
26 Picton	14	164	164	164	185	185	10	160	26	166	1
27 Port Arthur	6	123	114	135	140	128	11	107	23	114	10
28 Renfrew	13	206	206	209	301	255	18	176	29	231	4
29 Ridgetown	4	121	114	125	146	137	9	60	1	119	....
30 St. Catharines	13	290	282	290	326	262	23	186	72	239	24
31 St. Mary's	8	177	178	238	256	239	13	187	33	211	6
32 St. Thomas	19	364	348	401	367	238	31	360	111	364	3
33 Sarnia	5	242	242	242	245	245	21	216	30	245	7
34 Seaforth	38	100	112	115	197	186	46	117	23	138	11
35 Smiths' Falls	9	212	158	212	282	203	15	170	28	218	4
36 Stratford	31	275	350	350	411	411	50	200	119	380	8
37 Strathroy	7	160	160	160	194	189	8	101	22	179	5
38 Toronto, Harbord	30	550	550	668	819	817	72	800	464	772	72
39 Toronto, Humberside	10	328	305	350	412	410	17	335	118	363	5
40 Toronto, Jarvis	28	428	428	442	640	631	63	620	258	598	52
41 Toronto, Parkdale	22	430	410	545	662	650	36	615	253	516	37
42 Vankleek Hill	5	132	132	132	161	161	8	89	3	110	2
43 Windsor	3	315	318	343	303	195	18	237	22	249	6
44 Woodstock	16	267	267	267	349	349	24	222	59	282	10
Totals	675	11,839	11,738	13,055	15,364	13,168	1,184	11,973	3,296	12,857	470

AND HIGH SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued											Special Courses				
	Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
1	192	192	118	265	9	157	153	17	14	189	286	.....	...	.....	.....	...
2	130	130	100	225	7	180	110	60	73	231	345	.....	...	125	105	...
3	137	137	240	311	7	430	165	110	92	214	568	110	...	112	119	44
4	139	139	148	184	4	243	183	45	47	130	339	.....	...	.....	.....	...
5	187	187	217	327	11	174	174	93	93	148	433	93	...	.....	.....	...
6	147	147	189	188	8	151	147	14	14	147	207	14	...	.....	.....	...
7	150	150	106	218	2	180	175	83	83	160	255	.....	...	.....	.....	...
8	82	82	82	143	4	98	128	43	43	112	229	16	...	83	.....	...
9	96	96	204	204	....	128	154	71	71	105	211	81	...	.....	.....	...
10	195	195	118	257	8	224	144	69	70	118	368	70	...	126	171	...
11	143	143	133	206	5	176	140	58	48	120	255	.....	...	.....	.....	...
12	248	248	145	324	19	210	220	113	112	206	445	.....	...	.....	.....	...
13	641	634	862	557	17	384	587	.....	.....	569	954	.....	...	297	274	18
14	65	65	53	128	1	86	91	22	22	71	157	.....	...	47	61	...
15	99	99	175	348	2	222	152	60	97	96	491	60	...	.....	.....	...
16	152	154	309	341	14	194	198	71	67	132	398	57	...	.....	.....	11
17	725	726	560	818	17	661	661	179	72	692	950	179	...	329	346	26
18	82	82	73	121	4	83	83	8	8	83	125	.....	...	.....	.....	...
19	141	141	183	203	6	121	142	32	32	136	235	.....	...	.....	.....	...
20	136	136	128	191	10	141	141	93	62	187	265	82	...	.....	.....	11
21	128	128	136	184	8	149	123	43	43	100	296	43	...	.....	.....	...
22	466	466	204	757	13	586	186	137	103	669	1,067	141	...	.....	.....	106
23	249	249	198	392	16	324	324	64	43	320	513	43	...	143	138	...
24	113	113	126	181	....	128	103	34	38	103	218	.....	...	.....	.....	...
25	128	129	90	221	5	316	182	91	46	156	450	91	...	97	117	...
26	104	104	159	167	....	108	76	34	32	103	221	.....	...	.....	.....	...
27	20	20	33	65	2	98	75	42	42	88	150	42	...	66	64	...
28	207	207	244	260	8	200	131	41	43	168	306	.....	...	.....	.....	...
29	2	83	69	126	2	103	114	36	45	94	175	.....	...	.....	.....	...
30	196	196	162	174	6	202	103	72	74	142	359	.....	...	.....	.....	1
31	172	172	173	243	4	206	163	24	23	174	.....	.....	...	.....	.....	...
32	359	359	194	361	8	211	211	170	82	342	522	175	...	.....	.....	12
33	74	74	81	213	6	242	117	97	45	80	345	.....	...	.....	.....	...
34	102	102	86	196	25	95	85	33	46	99	205	.....	...	.....	.....	...
35	85	85	201	264	8	134	91	55	25	91	284	55	...	75	94	...
36	158	158	229	375	19	245	150	70	70	198	473	.....	...	120	175	15
37	134	134	89	196	3	160	82	10	15	155	199	.....	...	.....	.....	...
38	467	467	548	700	9	434	434	.....	.....	423	830	.....	...	.....	.....	...
39	157	157	141	335	6	218	74	.....	.....	203	410	.....	...	.....	.....	25
40	348	348	182	436	16	331	331	.....	.....	302	626	.....	...	.....	.....	...
41	366	366	227	547	14	347	388	.....	.....	389	662	.....	...	.....	.....	...
42	120	120	95	135	4	132	132	32	35	110	192	.....	...	.....	.....	7
43	211	211	133	275	9	263	105	81	45	131	385	81	...	.....	.....	...
44	141	141	143	264	15	267	224	41	41	123	412	41	...	120	125	6
	8,394	8,472	8,086	12,626	361	9,742	7,952	2,448	2,056	8,609	16,816	1,474	...	1,740	1,789	282

COLLEGIATE INSTITUTES

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS AND

High Schools	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Totals	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing the High School Dis't	Municipalities within the County or Territorial District	Other Counties or Districts
1 Alexandria	51	97	148	92	113	35	.....	131	8	9
2 Almonte	68	73	141	89	87	46	8	81	51	9
3 Arnprior	81	114	195	122	109	68	18	121	51	23
4 Arthur	34	69	103	69	64	35	4	59	44	.....
5 Athens	88	121	209	138	152	57	.....	130	78	1
6 Aurora	64	66	130	82	76	41	13	63	67	.....
7 Aylmer	73	87	160	99	88	57	15	71	89	.....
8 Beamsville	36	38	74	40	53	21	.....	33	41	.....
9 Belleville	118	172	290	171	171	96	23	201	82	7
10 Bowmanville	58	51	109	66	69	23	17	63	45	1
11 Bradford	45	61	106	70	58	48	.....	42	62	2
12 Brampton	99	93	192	122	96	80	16	92	89	11
13 Brighton	38	27	65	39	47	18	.....	64	.....	1
14 Caledonia	50	71	121	74	74	31	16	46	54	21
15 Campbellford	65	90	155	95	80	68	7	100	48	7
16 Carleton Place	82	116	198	127	100	87	11	114	49	35
17 Cayuga	36	38	74	51	50	18	6	21	53	.....
18 Chesley	50	78	128	79	76	43	9	64	42	22
19 Colborne	36	42	78	50	54	24	.....	38	40	.....
20 Cornwall	148	170	318	216	222	88	8	167	119	32
21 Deseronto	28	38	66	43	43	23	.....	49	13	4
22 Dundas	34	59	93	56	65	25	3	61	32	.....
23 Dunnville	82	86	168	110	108	44	16	100	57	11
24 Dutton	50	64	114	74	60	45	9	31	83	.....
25 Elora	33	34	67	44	51	14	2	39	26	2
26 Essex	83	69	152	99	92	44	16	52	100	.....
27 Fergus	73	76	149	100	81	50	18	58	91	.....
28 Forest	48	75	123	83	82	30	11	52	71	.....
29 Gananoque	56	77	133	90	94	39	.....	84	29	20
30 Georgetown	63	111	174	98	124	43	7	49	63	62
31 Glencoe	33	67	100	63	68	24	8	30	66	4
32 Gravenhurst	31	42	73	38	52	21	.....	62	10	1
33 Grimsby	51	75	126	69	83	43	.....	39	43	44
34 Hagersville	49	75	124	76	82	42	.....	55	69	.....
35 Haileybury	62	71	133	67	120	13	.....	128	4	1
36 Harriston	43	60	103	64	58	30	15	55	31	17
37 Hawkesbury	27	24	51	35	34	14	3	23	18	10
38 Iroquois	52	78	130	95	57	59	14	45	74	11
39 Kemptville	76	121	197	128	102	66	29	54	69	74
40 Kenora	43	42	85	58	56	29	.....	83	1	1
41 Kineardine	71	81	152	116	93	43	16	74	74	4
42 Leamington	64	90	154	97	98	38	18	77	68	9
43 Listowel	115	94	209	133	115	69	25	81	111	17
44 Luean	58	73	131	76	83	42	6	43	88	.....
45 Madoc	37	75	112	71	80	32	.....	50	59	3
46 Markham	104	74	178	113	96	52	30	34	122	22
47 Meaford	67	79	146	99	86	49	11	78	62	6
48 Midland	51	54	105	60	64	33	8	85	19	1
49 Mitchell	66	93	159	111	83	76	.....	82	75	2
50 Mount Forest	75	101	176	116	93	74	9	103	36	37
51 Newburgh	32	54	86	54	69	16	1	17	68	1
52 Newcastle	17	23	40	22	24	16	.....	40	.....	.....
53 Newmarket	80	101	181	113	105	59	17	79	97	5
54 Niagara	20	13	33	16	23	8	2	33	.....	.....
55 Niagara Falls South	30	53	83	49	67	16	.....	49	34	.....
56 North Bay	62	83	145	79	121	17	7	134	11	.....

AND HIGH SCHOOLS—Continued

IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects						
	Commerce	Agriculture	Law, Medicine, or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
1	5	112	1	1	6	16	7	.....	118	148	148	148	148	35	....
2	20	59	13	1	24	10	14	.....	117	141	141	135	135	52	8
3	38	43	10	3	50	28	22	1	140	192	192	109	127	40	6
4	18	48	2	.....	15	3	8	9	67	103	103	93	59	34	2
5	23	103	7	2	19	13	12	30	134	209	209	209	209	56	....
6	13	57	11	.....	25	5	12	7	97	128	128	119	119	43	8
7	19	90	14	4	23	10	.....	.....	139	160	160	88	72	62	12
8	3	42	1	2	12	4	5	5	74	74	74	37	37	21	....
9	77	76	30	7	61	10	21	8	249	290	290	267	267	96	19
10	17	42	5	4	14	3	5	19	69	101	101	92	92	23	10
11	5	60	2	.....	5	8	20	6	106	106	106	106	106	48	....
12	38	96	16	.....	30	10	2	.....	96	183	183	176	176	56	9
13	9	29	9	1	4	2	11	.....	65	65	63	65	65	23	....
14	14	61	6	6	10	11	10	3	105	121	121	105	105	31	10
15	18	85	2	3	12	18	12	5	123	155	155	148	148	68	5
16	35	65	10	1	51	11	19	6	131	193	193	100	130	56	8
17	10	45	5	2	4	2	4	2	58	70	70	69	74	19	2
18	29	57	10	.....	21	3	7	1	76	128	125	99	90	43	8
19	9	32	3	.....	17	5	12	.....	54	78	78	78	78	24	....
20	67	105	25	4	77	22	17	1	233	315	315	310	310	88	5
21	15	17	.....	.....	20	10	4	.....	66	66	66	66	66	23	....
22	8	23	5	1	21	.....	22	13	65	65	92	74	92	25	2
23	30	71	12	2	21	11	18	3	128	168	168	152	152	44	12
24	4	70	9	2	9	5	11	4	60	113	113	92	58	45	10
25	10	22	4	2	15	5	5	4	60	67	67	51	47	15	2
26	22	84	12	2	12	3	15	2	138	151	151	144	104	49	10
27	36	62	5	1	18	27	.....	.....	81	149	149	131	149	50	11
28	16	54	3	3	34	2	10	1	82	118	118	94	50	30	5
29	39	44	9	1	39	1	.....	.....	94	133	133	133	133	39	....
30	43	73	8	2	21	11	10	6	142	174	174	171	171	47	7
31	7	70	10	3	3	4	3	.....	92	100	100	92	100	24	8
32	5	9	.....	1	22	6	29	1	70	72	72	71	71	21	....
33	17	82	12	4	6	4	1	.....	83	126	126	126	126	43	....
34	14	62	6	.....	8	6	12	16	82	124	124	86	80	42	....
35	28	5	3	.....	20	4	73	.....	130	133	133	133	133	10	....
36	24	33	12	2	7	.....	17	8	58	101	101	88	96	39	12
37	13	15	6	.....	12	.....	5	.....	34	47	47	47	47	47	....
38	8	76	4	4	13	7	12	6	77	124	124	116	116	58	8
39	14	117	9	2	23	4	25	3	128	168	184	140	172	97	17
40	7	3	3	1	24	34	12	1	66	85	85	85	85	29	....
41	19	74	7	1	21	4	23	3	93	152	152	148	116	43	12
42	37	58	19	.....	17	7	16	.....	105	149	149	74	62	38	6
43	31	105	10	6	40	6	10	1	139	202	202	189	189	75	21
44	12	82	4	4	7	18	4	.....	79	131	131	62	75	41	5
45	23	54	7	4	12	5	6	1	85	112	112	112	112	32	....
46	5	106	6	3	34	3	18	3	96	178	178	148	148	52	15
47	24	59	10	2	29	4	15	3	93	145	145	92	96	57	8
48	25	25	2	1	15	12	21	4	79	102	102	99	99	35	5
49	41	72	4	3	21	12	3	3	127	159	158	159	159	75	....
50	45	64	14	4	14	3	9	23	109	176	176	167	176	83	9
51	3	58	7	.....	10	5	2	1	69	86	86	85	85	22	1
52	5	11	2	2	5	8	5	2	40	40	40	16	40	16	....
53	17	72	6	2	30	15	24	15	115	169	170	174	164	59	5
54	6	13	.....	.....	4	8	1	1	33	33	33	33	25	10	....
55	14	31	2	.....	23	2	10	1	71	83	83	83	83	16	....
56	20	5	3	1	29	35	46	6	121	145	145	110	28	28	

COLLEGIATE INSTITUTES

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Number of Pupils in the Various Subjects—Continued										
	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin	Greek
1 Alexandria	....	118	118	118	148	113	....	143	....	140	....
2 Almonte	7	87	87	87	124	107	8	86	3	104	1
3 Arnprior	7	143	153	149	190	140	13	123	34	185	....
4 Arthur	3	81	80	80	103	102	2	43	....	54	....
5 Athens	....	134	134	134	209	209	....	118	28	199	....
6 Aurora	10	97	97	97	125	79	8	100	16	126	....
7 Aylmer	9	101	101	106	148	148	15	124	17	116	2
8 Beamsville	....	53	53	74	74	74	....	52	1	44	....
9 Belleville	22	217	249	249	290	187	20	132	30	249	2
10 Bowmanville	8	69	69	69	101	101	11	52	13	83	3
11 Bradford	....	58	58	106	106	106	....	86	....	102	....
12 Brampton	7	96	96	98	183	183	9	172	15	170	8
13 Brighton	....	47	47	65	65	43	....	34	....	52	....
14 Caledonia	7	74	74	100	117	117	12	54	32	60	....
15 Campbellford	5	123	80	123	148	148	....	140	5	145	3
16 Carleton Place	8	99	100	131	195	148	11	122	....	122	8
17 Cayuga	6	58	58	58	70	70	2	35	....	66	....
18 Chesley	8	75	75	76	128	128	5	108	21	127	6
19 Colborne	....	50	54	54	78	42	....	24	....	70	....
20 Cornwall	5	233	222	233	295	264	6	157	22	256	6
21 Deseronto	....	53	53	66	66	66	....	58	....	61	....
22 Dundas	1	65	65	65	65	52	3	74	20	66	....
23 Dunnville	10	108	108	152	153	128	15	109	69	150	3
24 Dutton	8	60	60	60	113	113	10	61	3	83	....
25 Elora	....	51	51	51	46	38	2	35	....	32	2
26 Essex	4	110	110	138	151	102	13	128	25	141	....
27 Fergus	7	81	149	81	149	149	18	74	14	138	2
28 Forest	6	82	82	82	118	118	6	63	....	98	....
29 Gananoque	....	94	94	94	114	114	....	69	....	94	....
30 Georgetown	....	142	171	142	174	174	7	48	9	131	2
31 Glencoe	....	92	92	92	100	100	8	52	11	47	....
32 Gravenhurst	....	56	56	57	73	51	....	57	3	51	....
33 Grimsby	....	83	83	83	126	124	....	88	23	92	....
34 Hagersville	....	82	82	82	124	124	....	53	....	59	....
35 Haileybury	....	119	120	130	128	83	....	110	....	91	....
36 Harriston	6	58	58	80	101	101	14	56	18	86	....
37 Hawkesbury	3	34	34	34	48	46	....	37	....	26	....
38 Iroquois	10	57	57	77	122	123	8	63	10	109	....
39 Kemptville	14	172	129	172	184	184	23	133	14	170	5
40 Kenora	....	85	66	66	85	85	....	51	....	68	....
41 Kincardine	6	93	93	93	151	134	15	84	12	128	3
42 Leamington	11	105	105	105	152	152	11	82	8	121	1
43 Listowel	12	139	139	137	205	205	21	130	30	190	4
44 Lucan	1	79	79	79	131	131	5	62	....	119	....
45 Madoc	....	84	84	85	112	112	....	62	....	96	....
46 Markham	21	96	96	96	162	162	16	141	54	160	....
47 Meaford	2	87	145	102	110	110	11	94	27	104	....
48 Midland	4	79	79	79	102	102	5	98	....	101	....
49 Mitchell	....	105	105	127	159	118	....	85	18	132	....
50 Mount Forest	9	109	109	109	176	176	6	72	10	171	3
51 Newburgh	1	69	69	69	86	86	1	56	....	67	2
52 Newcastle	....	24	24	24	40	40	....	22	....	35	....
53 Newmarket	10	112	112	113	130	130	9	88	5	110	....
54 Niagara	....	23	23	33	33	33	....	20	3	21	....
55 Niagara Falls South	....	71	71	71	83	46	....	37	4	39	....
56 North Bay	3	121	110	121	145	59	7	125	10	115	....

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued											Special Courses				
	Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
1	118	118	69	148	....	118	118	.....	.....	118	148	....	....	....	....	....
2	4	109	46	109	....	121	97	29	29	97	141	8	....	....	....	....
3	150	150	125	188	....	150	150	.....	.....	129	191	....	....	....	....	....
4	84	84	47	103	3	60	76	.....	10	79	103	....	....	....	....	....
5	134	134	94	209	....	134	134	.....	.....	134	209	....	....	....	....	....
6	107	107	76	126	8	97	97	.....	.....	97	120	....	....	....	....	....
7	93	93	145	145	8	64	64	.....	.....	88	160	....	....	....	....	....
8	53	53	29	74	....	53	53	6	.....	54	14	....	....	....	....	....
9	168	168	250	260	9	197	153	.....	.....	148	210	....	....	....	....	....
10	75	75	58	100	2	60	60	.....	.....	69	107	....	....	....	....	....
11	58	58	72	106	....	58	58	.....	.....	58	106	....	....	....	....	....
12	102	102	182	182	3	96	96	6	.....	96	192	....	....	....	....	....
13	45	45	39	63	....	33	50	.....	.....	42	.....	....	....	....	....	....
14	60	60	81	117	3	79	79	.....	.....	84	121	....	....	....	....	5
15	83	83	103	148	....	80	80	.....	.....	123	155	....	....	....	....	....
16	99	99	56	195	....	100	116	.....	.....	99	198	....	....	....	....	....
17	63	63	49	70	5	58	58	.....	.....	58	74	....	....	....	....	....
18	94	94	123	123	7	76	75	.....	.....	73	128	....	....	....	....	....
19	50	50	42	78	....	54	50	.....	.....	50	78	....	....	....	....	....
20	168	168	201	235	3	164	222	64	64	158	318	....	....	....	....	....
21	52	52	46	66	....	53	53	.....	6	52	66	....	....	....	....	....
22	49	49	33	63	....	52	52	13	2	67	92	13	....	....	....	....
23	103	103	82	87	....	108	91	28	29	93	168	9	....	....	....	....
24	68	68	62	113	8	47	47	.....	.....	60	114	....	60	....	....	....
25	30	30	42	42	....	31	51	23	28	27	67	22	....	....	....	....
26	77	77	103	142	1	105	93	.....	.....	87	152	....	....	....	....	....
27	90	90	140	149	7	81	81	.....	.....	81	149	....	....	....	....	....
28	88	88	56	118	6	57	82	10	20	82	82	....	....	....	30	8
29	56	56	89	130	....	64	70	23	30	58	130	....	....	....	....	....
30	135	135	90	172	....	102	135	9	10	137	170	....	....	....	....	....
31	92	92	68	100	....	92	92	.....	.....	92	100	....	....	....	....	....
32	31	31	31	47	....	46	48	13	22	42	73	13	....	....	....	4
33	70	70	67	107	....	83	78	.....	.....	78	126	....	....	....	....	....
34	82	82	80	124	....	44	82	.....	.....	82	77	....	....	....	....	....
35	30	30	28	125	10	110	65	.....	.....	45	90	....	....	....	....	3
36	60	60	60	95	....	58	58	.....	2	58	103	....	....	....	....	....
37	38	37	50	51	3	34	34	.....	.....	34	51	....	....	....	....	....
38	67	67	88	122	7	34	34	.....	4	56	99	....	....	....	....	....
39	140	140	132	188	7	129	129	.....	.....	129	197	....	....	....	....	....
40	19	19	29	72	....	50	50	.....	.....	25	84	....	....	....	....	....
41	82	82	125	123	7	93	136	18	22	81	152	18	....	....	....	7
42	114	114	80	144	10	105	101	8	8	101	154	8	....	....	....	5
43	150	150	136	202	9	140	110	.....	.....	115	175	....	....	....	....	....
44	68	68	95	126	5	68	68	.....	.....	74	129	....	....	....	....	8
45	84	84	77	112	....	84	84	.....	.....	84	.....	....	....	....	....	2
46	113	113	90	163	18	96	96	.....	.....	96	178	....	....	....	....	....
47	73	73	70	107	1	93	93	30	30	63	146	....	....	....	....	....
48	83	83	63	102	4	60	50	1	1	80	105	....	....	....	....	....
49	105	105	120	158	....	67	67	.....	.....	105	159	....	....	....	....	....
50	118	118	176	176	....	109	109	.....	.....	109	167	....	....	....	....	....
51	70	70	47	86	1	69	69	.....	.....	69	.....	....	....	....	....	....
52	24	24	16	40	....	19	19	.....	.....	24	40	....	....	....	....	....
53	.....	150	131	131	7	115	75	46	54	135	180	....	....	....	....	6
54	26	26	10	33	....	23	23	24	15	23	33	....	....	....	....	1
55	37	37	13	44	....	71	59	34	34	31	71	34	....	....	46	....
56	117	117	50	133	2	86	97	.....	.....	100	145	....	....	....	....	....

COLLEGIATE INSTITUTES

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Pupils				Number of Pupils in—		
	Boys	Girls	Totals	Average daily Attendance	Lower School	Middle School	Upper School
57 Norwood	45	66	111	69	79	32	.....
58 Oakville	43	61	104	59	67	37	.....
59 Omemee	15	31	46	29	25	21	.....
60 Orangeville	82	119	201	131	90	92	19
61 Oshawa	87	119	206	123	145	44	17
62 Paris	60	57	117	78	80	23	14
63 Parkhill	52	67	119	75	66	41	12
64 Pembroke	64	94	158	102	103	48	7
65 Penetanguishene	42	38	80	46	58	22	.....
66 Petrolea	65	82	147	86	104	32	11
67 Plantagenet	28	30	58	39	46	12	.....
68 Port Dover	19	34	53	32	32	21	.....
69 Port Elgin	41	49	90	60	62	28	.....
70 Port Hope	138	119	257	156	183	66	8
71 Port Perry	62	60	122	76	88	23	11
72 Port Rowan	20	27	47	23	33	14	.....
73 Prescott	59	90	149	88	99	43	7
74 Richmond Hill	42	60	102	55	81	21	.....
75 Rockland	11	31	42	22	32	10	.....
76 Sault Ste. Marie	121	135	256	146	193	50	13
77 Simcoe	109	114	223	144	118	79	26
78 Smithville	30	44	74	44	45	29	.....
79 Stirling	61	74	135	80	89	37	9
80 Streetsville	43	43	86	46	57	29	.....
81 Sudbury	69	49	118	73	79	33	6
82 Sydenham	58	73	131	84	57	71	3
83 Thorold	30	40	70	36	53	17	.....
84 Tillsonburg	54	83	137	86	92	31	14
85 Toronto, Commerce and Finance	192	256	448	261	*235	†145	‡68
86 Toronto, Malvern	90	86	176	111	112	52	12
87 Toronto, North	73	61	134	78	66	60	8
88 Toronto, Oakwood	141	132	273	168	136	102	35
89 Toronto, Riverdale	185	191	376	239	214	131	31
90 Toronto, Technical	360	511	871	457	*503	†246	‡122
91 Trenton	54	91	145	90	86	59	.....
92 Uxbridge	66	69	135	88	66	50	19
93 Vienna	14	15	29	17	17	12	.....
94 Walkerton	49	54	103	78	59	31	13
95 Wardsville	22	39	61	34	37	24	.....
96 Waterdown	28	26	54	30	40	14	.....
97 Waterford	37	34	71	49	43	28	.....
98 Watford	63	88	151	87	85	39	27
99 Welland	91	123	214	130	160	40	14
100 Weston	62	62	124	70	78	34	12
101 Whitby	60	75	135	68	88	34	13
102 Wiarton	25	47	72	47	53	18	1
103 Williamstown	54	68	122	86	60	57	5
104 Wingham	97	120	217	149	105	75	37
1 Totals, High Schools	6,599	8,196	14,795	9,131	9,150	4,579	1,066
2 Totals, Collegiate Institutes	8,247	9,231	17,478	11,137	10,679	5,263	1,536
3 Grand Totals, 1912	14,846	17,427	32,273	20,268	19,829	9,842	2,602
4 Grand Totals, 1911	14,679	17,548	32,227	20,177	19,170	10,422	2,635
5 Increases	167	.....	46	91	659	.....	.....
6 Decreases	.....	121	.....	.....	.....	580	33
7 Percentages	46.	53.99	.....	62.80	61.44	30.49	8.06

* 1st year. † 2nd year. ‡ 3rd year.

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils from—				Number of Pupils from Families whose Head is occupied as below—							
	Municipalities composing the High School District	Municipalities within the County or Territorial District	Other Counties or Districts	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation
57	54	42	15	22	56	4	.....	7	8	11	3
58	59	44	1	22	39	8	2	12	10	7	4
59	24	12	10	.....	36	2	1	2	3	2	.....
60	93	60	48	37	105	11	.....	22	5	19	2
61	155	42	9	42	49	8	1	71	12	20	3
62	79	32	6	16	36	5	2	27	7	15	9
63	49	55	15	32	54	10	2	9	3	9	.....
64	118	40	.....	36	31	12	1	21	22	22	3
65	71	6	3	20	10	8	3	12	12	15	.....
66	77	70	.....	22	46	10	1	27	14	27	.....
67	34	24	.....	6	26	2	.....	7	16	1	.....
68	27	25	1	8	35	1	.....	5	1	3	.....
69	45	44	1	15	43	4	2	5	10	15	6
70	139	116	2	43	94	11	1	48	21	26	13
71	40	58	24	21	66	9	2	3	14	4	3
72	27	20	.....	4	18	7	2	9	5	.....	2
73	117	28	4	50	31	.....	4	23	10	10	21
74	19	83	.....	6	60	8	.....	21	.....	4	3
75	24	18	.....	6	18	3	.....	15	.....	.....	.....
76	216	30	10	61	15	14	3	73	68	10	12
77	95	124	4	56	106	6	2	41	9	1	2
78	24	39	11	13	39	3	2	6	4	3	4
79	35	97	3	5	82	6	2	21	4	13	2
80	26	40	20	9	58	4	.....	7	4	1	3
81	97	21	.....	26	4	7	.....	11	.....	56	14
82	131	.....	.....	13	87	4	2	15	5	1	4
83	51	14	5	19	15	2	1	22	10	.....	1
84	68	36	33	35	67	6	.....	10	15	4	.....
85	436	10	2	179	4	18	4	134	18	36	55
86	131	40	5	83	13	9	4	38	7	8	14
87	78	41	15	52	37	9	2	19	6	.....	9
88	269	4	.....	53	10	27	8	88	9	54	24
89	363	6	7	99	10	21	12	119	12	69	34
90	861	7	3	16	12	23	3	41	150	306	320
91	99	11	35	28	44	9	3	27	19	6	9
92	51	84	.....	8	82	7	1	15	4	8	10
93	27	.....	2	1	18	.....	.....	6	1	3	.....
94	55	47	1	26	32	4	5	21	4	4	7
95	19	24	18	2	39	3	.....	2	2	7	6
96	51	1	2	.....	22	1	1	10	1	7	12
97	26	43	2	6	42	8	1	2	5	4	3
98	51	89	11	28	84	10	9	15	3	2	.....
99	72	142	.....	75	67	12	1	45	9	.....	5
100	60	47	17	27	20	4	1	19	27	23	3
101	57	77	1	22	58	6	5	16	25	2	1
102	37	29	6	6	21	1	.....	14	8	14	8
103	119	1	2	10	78	6	1	17	2	7	1
104	96	104	17	29	109	12	.....	29	7	26	5
1	8,861	5,013	921	2,549	5,316	782	204	2,368	1,096	1,602	878
2	12,602	4,088	788	4,809	3,905	1,195	341	3,584	1,325	1,753	566
3	21,463	9,101	1,709	7,358	9,221	1,977	545	5,952	2,421	3,355	1,444
4	21,306	9,233	1,688	7,595	9,149	1,999	574	6,253	2,246	3,088	1,323
5	157	.....	21	.....	72	.....	.....	.....	175	267	121
6	.....	132	.....	237	.....	22	29	301	.....	.....	.....
7	66.50	28.20	5.29	22.80	28.57	6.12	1.69	18.44	7.50	10.39	4.47

COLLEGIATE INSTITUTES

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Number of Pupils in the						
	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
57 Norwood	79	111	111	111	111	72	.....
58 Oakville	70	104	104	104	68	35	.....
59 Omemee	31	46	46	46	46	21	.....
60 Orangeville	120	197	197	191	194	86	10
61 Oshawa	138	204	204	168	109	46	11
62 Paris	74	117	105	97	97	23	6
63 Parkhill	66	116	116	107	107	41	9
64 Pembroke	121	156	156	151	154	53	4
65 Penetanguishene	58	80	80	80	80	22	.....
66 Petrolea	115	147	147	95	136	32	9
67 Plantagenet	46	58	58	56	56	12	.....
68 Port Dover	53	53	53	53	53	21	.....
69 Port Elgin	90	90	90	21	90	28	.....
70 Port Hope	198	233	233	196	139	69	8
71 Port Perry	88	122	122	87	55	26	6
72 Port Rowan	33	47	47	47	47	14	.....
73 Prescott	137	149	149	126	86	39	7
74 Richmond Hill	102	102	102	102	102	21	.....
75 Rockland	34	42	42	42	42	10	.....
76 Sault Ste. Marie	216	254	254	107	136	50	2
77 Simcoe	148	215	215	180	200	125	26
78 Smithville	52	74	73	51	52	28	.....
79 Stirling	100	135	135	126	126	33	5
80 Streetsville	61	84	84	78	60	29	.....
81 Sudbury	79	118	118	112	112	35	3
82 Sydenham	129	129	129	54	97	72	3
83 Thorold	70	70	70	70	70	17	.....
84 Tillsonburg	107	134	134	126	71	34	9
85 Toronto, Commerce & Finance	345	448	448	345	.....	.....	68
86 Toronto, Malvern	127	176	176	176	176	52	12
87 Toronto, North	66	66	130	126	130	60	5
88 Toronto, Oakwood	197	265	265	152	152	94	14
89 Toronto, Riverdale	234	368	368	252	226	136	9
90 Toronto, Technical	214	394	394	208	127	40	.....
91 Trenton	123	144	144	99	81	58	.....
92 Uxbridge	81	133	133	120	120	55	19
93 Vienna	29	28	28	28	28	12	.....
94 Walkerton	73	99	99	90	90	23	5
95 Wardsville	61	61	61	61	61	24	.....
96 Waterdown	46	54	54	54	28	14	.....
97 Waterford	58	70	70	70	58	28	.....
98 Watford	94	138	138	52	99	48	19
99 Welland	176	211	211	200	207	42	11
100 Weston	112	124	124	61	82	33	11
01 Whitby	91	129	129	122	122	34	13
102 Wiarton	71	72	72	71	38	18	.....
103 Williamstown	97	122	122	120	120	40	2
104 Wingham	135	202	202	139	213	84	14
1 Totals, High Schools	10,486	13,997	14,086	11,726	11,106	4,366	628
2 Totals, Collegiate Institutes	12,457	17,060	17,093	12,737	12,567	4,942	915
3 Grand Totals, 1912	22,943	31,057	31,179	24,463	23,673	9,308	1,543
4 Grand Totals, 1911	23,515	31,049	31,031	24,683	23,736	9,513	1,483
5 Increases	.....	8	148	.....	.....	.....	60
6 Decreases	572	.....	.....	220	63	205	.....
7 Percentages	71.09	96.23	96.61	75.80	73.35	28.84	4.78

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Various Subjects

	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German
57	.....	79	79	79	111	65	.....	54	.....
58	.....	70	70	70	96	57	.....	49	11
59	.....	31	25	31	46	46	.....	8	.....
60	8	101	103	145	198	198	14	141	19
61	13	158	138	153	134	91	16	145	33
62	8	74	76	80	105	105	10	51	21
63	6	66	66	66	116	116	8	106	35
64	3	121	121	121	156	156	4	118	13
65	.....	58	58	58	80	80	.....	68	10
66	4	115	115	115	147	147	11	117	5
67	.....	46	46	46	58	58	.....	54	.....
68	.....	32	32	32	53	53	2	34	12
69	.....	62	62	84	87	87	.....	85	1
70	1	198	188	198	189	189	8	106	27
71	5	88	88	88	122	122	7	45	9
72	.....	33	33	33	47	47	.....	40	.....
73	5	108	108	137	148	83	4	122	14
74	.....	85	102	102	102	95	.....	57	15
75	.....	34	34	34	42	42	.....	36	.....
76	2	216	193	216	243	243	11	73	3
77	26	148	148	148	190	140	26	75	30
78	.....	50	50	50	74	74	.....	25	14
79	6	100	89	100	135	135	5	64	.....
80	.....	67	67	69	80	58	.....	70	3
81	2	79	79	79	87	117	5	66	18
82	2	77	77	129	131	131	3	101	.....
83	.....	58	58	70	63	58	.....	62	9
84	4	106	106	106	133	131	9	57	28
85	68	348	448	435	374	.....	.....	362	13
86	6	112	112	127	176	176	12	167	60
87	3	66	66	66	131	127	5	116	30
88	14	185	161	188	263	271	33	213	89
89	14	189	244	314	372	371	24	345	135
90	.....	208	.....	362	394	362	97	283	114
91	.....	105	105	123	145	91	.....	58	4
92	11	81	81	81	133	133	19	120	36
93	.....	29	29	29	28	28	.....	9	1
94	5	73	73	73	90	90	8	10	31
95	.....	37	61	37	61	43	.....	19	.....
96	.....	46	46	54	54	54	.....	51	.....
97	.....	58	58	58	71	71	.....	58	6
98	14	99	99	99	146	146	22	41	.....
99	7	176	176	176	208	208	11	184	54
100	4	78	78	112	123	123	11	95	21
101	6	88	88	91	129	125	8	45	11
102	.....	53	53	53	71	71	1	42	6
103	5	97	60	97	122	86	2	70	16
104	27	213	135	135	205	204	18	137	21
1	540	9,894	9,752	10,803	13,583	12,084	770	9,036	1,615
2	675	11,839	11,738	13,055	15,364	13,168	1,184	11,973	3,296
3	1,215	21,733	21,490	23,858	28,947	25,252	1,954	21,009	4,911
4	1,255	21,546	21,027	24,723	28,777	25,111	1,921	20,684	5,024
5	.....	187	463	.....	170	141	33	325	.....
6	40	.....	.....	865	.....	.....	.....	.....	113
7	3.76	67.34	66.58	73.92	89.69	78.24	6.05	65.09	15.21

COLLEGIATE INSTITUTES

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Number of Pupils in the						
	Latin	Greek	Zoology	Botany	Chemistry	Physics	Mineralogy
57 Norwood	89	.....	79	79	65	111	.....
58 Oakville	79	.....	62	62	42	82	.....
59 Omemee	23	.....	.....	31	31	31	.....
60 Orangeville	185	6	111	111	143	114	8
61 Oshawa	114	1	67	67	76	113	2
62 Paris	85	4	81	81	51	105	4
63 Parkhill	97	.....	72	72	119	116	6
64 Pembroke	112	1	106	106	95	104	.....
65 Penetanguishene	61	.....	58	58	48	80	.....
66 Petrolea	109	.....	118	118	74	79	4
67 Plantagenet	16	.....	46	46	58	58	.....
68 Port Dover	35	.....	24	24	21	21	.....
69 Port Elgin	86	.....	60	60	88	88	.....
70 Port Hope	136	.....	133	133	161	161	1
71 Port Perry	87	4	93	93	26	29	3
72 Port Rowan	41	.....	33	33	29	47	.....
73 Prescott	111	.....	82	82	57	100	1
74 Richmond Hill	90	.....	77	77	72	72	.....
75 Rockland	39	.....	34	34	33	42	.....
76 Sault Ste. Marie	196	.....	158	158	52	138	2
77 Simcoe	140	2	140	140	155	200	9
78 Smithville	48	.....	42	42	52	72	.....
79 Stirling	121	.....	95	95	81	135	6
80 Streetsville	64	.....	52	52	41	74	.....
81 Sudbury	92	.....	45	45	109	113	1
82 Sydenham	107	.....	79	79	97	131	2
83 Thorold	50	.....	9	9	32	47	.....
84 Tillsonburg	104	.....	110	110	46	125	3
85 Toronto, Commerce and Finance	.....	.....	110	110	.....	348	.....
86 Toronto, Malvern	163	2	120	120	126	171	4
87 Toronto, North	116	1	3	3	57	126	3
88 Toronto, Oakwood	228	17	164	164	243	243	.....
89 Toronto, Riverdale	315	15	230	230	96	275	6
90 Toronto, Technical	.....	.....	.....	.....	300	300	.....
91 Trenton	122	.....	65	65	85	144	.....
92 Uxbridge	122	.....	91	91	120	133	.....
93 Vienna	12	.....	29	29	29	29	.....
94 Walkerton	68	1	55	55	48	81	5
95 Wardsville	40	.....	40	40	24	61	.....
96 Waterdown	48	.....	46	46	28	54	.....
97 Waterford	62	.....	58	58	71	71	.....
98 Watford	139	.....	73	114	91	151	22
99 Welland	166	3	183	183	83	202	4
100 Weston	98	5	80	80	70	119	2
101 Whitby	97	1	94	94	86	120	6
102 Wiarton	68	.....	51	51	38	71	.....
103 Williamstown	114	5	102	102	65	96	5
104 Wingham	184	7	163	163	156	203	28
1 Totals, High Schools	10,651	141	8,272	8,598	8,332	12,358	301
2 Totals, Collegiate Institutes	12,857	470	8,394	8,472	8,086	12,626	361
3 Grand Totals, 1912	23,508	611	16,666	17,070	16,418	24,984	662
4 Grand Totals, 1911	23,443	666	16,240	16,254	16,961	24,904	709
5 Increases	65	.....	426	816	.....	80	.....
6 Decreases	.....	55	.....	.....	543	.....	47
7 Percentages	72.84	1.89	51.64	52.89	50.87	77.41	2.05

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

	Various Subjects—Concluded						Special Courses				
	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
57	79	79	.....	.....	82	111	.....	.....	.....	.....	3
58	54	54	17	17	63	103	.....	.....	.....	.....	.....
59	25	31	.....	.....	31	46	.....	.....	.....	.....	.....
60	85	83	.....	.....	85	200	.....	12	.....	.....	.....
61	131	138	68	68	75	206	68	.....	.....	.....	.....
62	35	80	14	20	74	116	.....	.....	.....	.....	.....
63	66	66	40	9	66	119	.....	.....	.....	.....	.....
64	121	85	.....	.....	121	156	.....	.....	.....	.....	.....
65	58	55	28	28	58	80	6	.....	.....	.....	.....
66	88	88	.....	.....	115	147	.....	.....	.....	.....	.....
67	32	46	.....	.....	46	58	.....	.....	.....	.....	.....
68	12	24	.....	20	24	53	.....	.....	.....	.....	.....
69	62	62	24	24	61	90	5	24	.....	.....	.....
70	198	147	64	71	159	233	64	24	.....	.....	18
71	88	88	.....	.....	88	122	.....	.....	.....	.....	.....
72	33	33	.....	.....	33	47	.....	.....	.....	.....	.....
73	86	96	39	39	97	149	.....	.....	.....	.....	.....
74	64	65	.....	.....	74	100	4	.....	.....	.....	.....
75	26	26	.....	.....	34	42	.....	.....	.....	.....	.....
76	193	87	23	23	96	256	.....	.....	93	113	8
77	148	140	20	30	140	220	.....	.....	.....	.....	6
78	50	47	.....	.....	50	74	.....	.....	.....	.....	.....
79	89	89	.....	.....	89	135	.....	.....	.....	.....	.....
80	63	67	11	17	62	86	.....	.....	.....	.....	.....
81	79	78	.....	.....	72	116	.....	.....	.....	.....	.....
82	54	54	.....	.....	77	106	.....	.....	.....	.....	.....
83	41	34	22	24	25	70	.....	.....	.....	40	.....
84	77	77	8	6	106	136	6	.....	.....	.....	.....
85	448	448	448	213	73	.....	448	.....	.....	.....	.....
86	112	112	.....	.....	111	176	.....	.....	.....	.....	.....
87	66	66	10	10	126	.....	.....	.....	.....	.....	.....
88	115	75	.....	.....	100	.....	.....	.....	53	58	.....
89	174	195	.....	.....	233	366	.....	.....	.....	.....	5
90	.....	.....	.....	.....	420	300	.....	.....	215	449	114
91	86	100	.....	.....	106	145	.....	.....	.....	.....	5
92	81	81	.....	.....	81	133	.....	.....	.....	.....	.....
93	29	29	.....	.....	29	29	.....	.....	.....	.....	9
94	73	62	13	9	46	103	13	.....	.....	.....	.....
95	41	41	.....	.....	15	61	.....	.....	.....	.....	.....
96	26	46	.....	.....	46	54	.....	.....	.....	.....	.....
97	58	58	.....	.....	58	71	.....	.....	.....	.....	.....
98	71	96	.....	3	99	151	.....	.....	.....	.....	.....
99	136	136	.....	.....	176	.....	.....	.....	.....	.....	.....
100	78	78	.....	.....	78	119	.....	.....	.....	.....	.....
101	88	88	.....	8	88	.....	.....	.....	.....	.....	.....
102	53	52	.....	.....	50	71	.....	.....	.....	.....	.....
103	97	97	.....	.....	76	121	.....	.....	.....	.....	21
104	135	135	.....	.....	135	217	.....	.....	.....	.....	.....
1	8,634	8,581	1,234	1,059	8,778	12,291	739	120	361	736	238
2	9,742	7,952	2,448	2,056	8,609	16,816	1,474	.....	1,740	1,789	282
3	18,376	16,533	3,682	3,115	17,387	29,107	2,213	120	2,101	2,525	520
4	16,857	14,681	3,739	3,025	16,906	27,574	2,585	114	1,880	2,564	353
5	1,519	1,852	.....	90	481	1,533	.....	6	221	.....	167
6	.....	.....	57	.....	.....	.....	372	.....	.....	39	.....
7	56.93	51.22	11.40	9.65	53.87	90.19	6.85	.37	6.51	7.82	1.61

COLLEGIATE INSTITUTES

III. TABLE M—

Collegiate Institutes	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools—Grade I and Grade II	Value of Library	Value of Scientific Apparatus	Value of Biological Specimens
					$	$	$
1 Barrie	B	3½	1	.....	645	823	.....
2 Berlin	B	6 1/10	1	II	1,412	1,341	5
3 Brantford	B	3½	.....	II	861	957	108
4 Brockville	S	3	.....	I	979	1,483	58
5 Chatham	B	1½	1	I	969	2,067	110
6 Clinton	B	3¼	.....	II	805	1,047	75
7 Cobourg	B	1	.....	II	1,584	1,443	75
8 Collingwood	B	¼	1	II	734	705	30
9 Fort William	B	2½	1	II	1,238	878	64
10 Galt	S	8½	.....	.....	1,145	1,447	237
11 Goderich	B	10	.....	II	961	657	81
12 Guelph	S	4 4/5	1	.....	1,040	1,693	156
13 Hamilton	B & S	1½	1	I	1,411	2,169	125
14 Ingersoll	B	2	1	II	793	1,013	71
15 Kingston	B	2	1	.....	1,010	1,100	80
16 Lindsay	B	¾	1	II	1,697	1,445	45
17 London	B	2½	1	.....	1,153	3,294	147
18 Morrisburg	B	12	1	II	698	1,228	32
19 Napanee	B	3½	1	II	980	862	68
20 Niagara Falls	B	5 2/5	.....	II	962	1,096	86
21 Orillia	B	2	.....	II	758	962	34
22 Ottawa	S	¾	.....	I	2,344	3,834	470
23 Owen Sound	B	2	1	II	1,542	1,496	40
24 Perth	B	3½	1	.....	1,003	900	34
25 Peterborough	B	1½	1	.....	1,051	862	162
26 Picton	B	2¾	.....	I	859	1,153	63
27 Port Arthur	S	3	1	II	909	1,674	146
28 Renfrew	B	3½	1	II	725	717	.....
29 Ridgetown	B	1 3/5	.....	II	761	1,198	74
30 St. Catharines	B	1½	.....	II	872	1,379	95
31 St. Mary's	B	2	.....	.....	829	985	43
32 St. Thomas	B	2½	1	I	1,195	1,745	92
33 Sarnia	B	2½	1	II	957	1,310	111
34 Seaforth	B	2⅗	.....	II	929	1,000	54
35 Smith's Falls	B	4½	1	I	577	1,392	103
36 Stratford	B	10	.....	I	1,281	1,355	500
37 Strathroy	B	1¼	.....	.....	1,024	1,028	56
38 Toronto, Harbord	B	3½	1	II	2,076	5,423	1,300
39 Toronto, Humberside	B	6	1	.....	1,552	2,177	204
40 Toronto, Jarvis	B	1⅘	1	.....	2,076	3,957	500
41 Toronto, Parkdale	B	1½	1	.....	2,009	2,954	200
42 Vankleek Hill	B	2¼	.....	II	743	927	67
43 Windsor	B	2⅖	1	I	1,431	1,285	101
44 Woodstock	B	1⅕	1	.....	1,271	1,692	94
Totals	.....	.....	27	9 I, 22 II	49,851	68,153	6,196

AND HIGH SCHOOLS—Continued

MISCELLANEOUS INFORMATION

General Equipment

	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium (not including equipment)	Equipment of Gymnasium	Museum	Aquarium Herbarium, etc.	Pictures	Total value of General Equipment
	$	$	$	$	$	$	$	$	$
1	113	51	270	.....	15	.....	.....	.....	1,917
2	173	64	1,433	1,000	606	125	.....	.....	6,159
3	310	87	902	10,000	366	100	25	150	13,866
4	150	102	339	2,500	260	.....	10	125	6,006
5	263	51	1,200	2,500	288	11	.....	150	7,609
6	135	65	150	750	56	22	.....	23	3,128
7	185	75	790	3,000	282	5,074	.....	150	12,658
8	92	55	405	1,200	235	.....	.....	.....	3,456
9	134	130	720	13,000	100	.....	.....	45	16,309
10	171	63	400	1,200	174	450	25	1,025	6,337
11	92	63	400	2,500	.....	.....	.....	60	4,814
12	267	52	450	2,800	772	100	75	350	7,755
13	416	75	.....	8,000	968	.....	.....	400	13,564
14	94	65	180	800	276	.....	.....	138	3,430
15	118	52	300	4,500	390	35	.....	.....	7,585
16	87	71	435	4,000	495	100	.....	60	8,435
17	391	78	860	1,600	540	.....	.....	600	8,663
18	132	53	363	980	194	150	5	125	3,960
19	96	69	245	850	248	.....	.....	77	3,495
20	114	81	550	10,000	24	86	.....	.....	12,999
21	113	92	410	1,800	288	.....	.....	50	4,507
22	503	219	1,426	7,000	1,213	.....	300	241	17,550
23	135	70	325	3,000	212	40	5	50	6,915
24	138	51	150	560	267	500	.....	112	3,715
25	50	54	648	.....	.....	150	50	134	3,161
26	100	62	450	5,000	248	.....	.....	88	8,023
27	239	104	800	15,000	286	.....	.....	25	19,183
28	92	62	300	5,000	26	.....	.....	.....	6,922
29	100	60	300	900	262	.....	.....	.....	3,655
30	144	79	585	8,000	364	.....	.....	32	11,550
31	120	53	.....	.....	20	.....	.....	.....	2,050
32	98	81	975	1,518	374	92	.....	465	6,635
33	88	63	360	1,380	302	.....	.....	.....	4,571
34	118	57	250	780	156	.....	.....	27	3,371
35	88	85	300	7,688	58	.....	.....	.....	10,291
36	171	71	600	2,000	156	.....	.....	254	6,388
37	97	56	150	.....	113	.....	.....	.....	2,524
38	212	56	.....	10,000	1,000	.....	180	200	20,447
39	140	95	90	5,000	578	.....	.....	175	10,011
40	193	83	.....	7,000	250	550	75	102	14,786
41	156	113	.....	1,000	270	.....	.....	262	6,964
42	64	61	210	3,200	47	.....	.....	60	5,379
43	164	74	967	3,000	220	.....	116	100	7,458
44	194	66	965	.....	.....	94	.....	103	4,479
	7,050	3,269	20,653	160,006	12,999	7,679	866	5,958	342,680

COLLEGIATE INSTITUTES

III. TABLE M—

Collegiate Institutes	Value of Manual Training Department Equipment				Value of Household Science Department Equipment		
	Woodwork	Woodturning	Forging	Machine Shop Practice	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work
	$	$	$	$	$	$	$
1 Barrie	.....	.....	.....	.....	.....	.....	.....
2 Berlin	812	210	400	1,334	1,237	9	.....
3 Brantford	809	494	888	511	700	223	.....
4 Brockville	.....	.....	.....	.....	.....	.....	.....
5 Chatham	.....	.....	.....	.....	.....	.....	.....
6 Clinton	.....	.....	.....	.....	.....	.....	.....
7 Cobourg	.....	.....	.....	.....	.....	.....	.....
8 Collingwood	635	.....	.....	.....	.....	.....	.....
9 Fort William	.....	.....	.....	.....	.....	.....	.....
10 Galt	666	.....	.....	.....	1,089	85	22
11 Goderich	.....	.....	.....	.....	.....	.....	.....
12 Guelph	.....	.....	.....	.....	.....	.....	.....
13 Hamilton	.....	.....	.....	.....	.....	.....	.....
14 Ingersoll	438	359	83	239	395	.....	.....
15 Kingston	.....	.....	.....	.....	.....	.....	.....
16 Lindsay	.....	.....	.....	.....	.....	.....	.....
17 London	690	.....	.....	.....	350	30	.....
18 Morrisburg	.....	.....	.....	.....	.....	.....	.....
19 Napanee	.....	.....	.....	.....	.....	.....	.....
20 Niagara Falls	.....	.....	.....	.....	.....	.....	.....
21 Orillia	.....	.....	.....	.....	.....	.....	.....
22 Ottawa	.....	.....	.....	.....	.....	.....	.....
23 Owen Sound	531	183	.....	.....	637	10	.....
24 Perth	.....	.....	.....	.....	.....	.....	.....
25 Peterborough	.....	.....	.....	.....	.....	.....	.....
26 Picton	.....	.....	.....	.....	.....	.....	.....
27 Port Arthur	446	240	.....	.....	1,683	483	.....
28 Renfrew	.....	.....	.....	.....	.....	.....	.....
29 Ridgetown	.....	.....	.....	.....	.....	.....	.....
30 St. Catharines	.....	.....	.....	.....	.....	.....	.....
31 St. Mary's	.....	.....	.....	.....	.....	.....	.....
32 St. Thomas	.....	.....	.....	.....	.....	.....	.....
33 Sarnia	.....	.....	.....	.....	.....	.....	.....
34 Seaforth	.....	.....	.....	.....	.....	.....	.....
35 Smith's Falls	859	.....	.....	.....	582	.....	.....
36 Stratford	450	300	140	360	414	.....	3
37 Strathroy	.....	.....	.....	.....	.....	.....	.....
38 Toronto, Harbord	.....	.....	.....	.....	.....	.....	.....
39 Toronto, Humberside	.....	.....	.....	.....	.....	.....	.....
40 Toronto, Jarvis	.....	.....	.....	.....	.....	.....	.....
41 Toronto, Parkdale	.....	.....	.....	.....	.....	.....	.....
42 Vankleek Hill	.....	.....	.....	.....	.....	.....	.....
43 Windsor	.....	.....	.....	.....	.....	.....	.....
44 Woodstock	750	200	750	2,300	264	.....	3
Totals	7,086	1,986	2,261	4,744	7,351	840	28

AND HIGH SCHOOLS—Continued

MISCELLANEOUS INFORMATION—Continued

	Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preceding nine columns	Religious and other Exercises					Destination of Pupils						
				Schools using authorized Scripture Readings	Schools opened with Prayer	Schools closed with Prayer	Schools using the Bible	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Without occupation
	$	$	$												
1	.....	.....	.....	.....	1	.....	1	.....	14	3	2	17	9	42	.....
2	6	.....	4,008	1	1	.....	1	1	40	2	6	9	.....	14	21
3	.....	87	3,712	.....	1	.....	1	1	54	11	12	18	9	6	33
4	.....	.....	.....	.....	1	.....	.....	1	28	10	15	12	3	7	2
5	.....	.....	.....	1	1	1	1	1	54	12	2	18	17	20	.....
6	.....	.....	.....	1	1	.....	.....	1	12	13	1	16	2	11	.....
7	.....	.....	.....	1	1	.....	1	.....	10	7	.....	6	2	13	17
8	179	.....	814	1	1	.....	1	.....	11	5	.....	10	3	10	8
9	.....	.....	.....	.....	1	.....	1	1	21	2	3	2	.....	26	.....
10	265	.....	2,127	1	1	.....	.....	1	26	2	1	11	9	29	12
11	.....	.....	.....	1	1	.....	.....	1	19	13	1	12	5	3	16
12	.....	.....	.....	.....	1	.....	.....	1	9	3	3	20	4	35	12
13	.....	.....	.....	1	1	.....	1	1	75	16	29	58	12	20	79
14	.....	.....	1,514	1	1	.....	.....	1	8	5	.....	5	4	8	15
15	.....	.....	.....	1	1	.....	1	.....	26	7	5	13	5	40	15
16	228	.....	228	.....	1	.....	.....	1	29	14	.....	39	4	16	16
17	.....	.....	1,070	1	1	1	1	1	127	4	11	35	3	83	43
18	170	.....	170	1	1	.....	1	1	7	6	2	7	2	13	5
19	760	.....	760	.....	1	1	1	1	6	16	1	11	4	14	6
20	.....	.....	.....	.....	1	.....	1	1	11	.....	9	9	15	7	16
21	.....	.....	.....	.....	1	.....	1	.....	22	7	2	15	2	13	25
22	.....	75	75	1	1	1	.....	1	54	6	17	30	10	77	71
23	.....	.....	1,361	.....	1	.....	.....	1	40	21	9	55	8	12	20
24	.....	.....	.....	1	1	.....	.....	1	13	9	1	18	1	12	13
25	.....	.....	.....	.....	1	.....	.....	1	22	10	7	14	23	20	18
26	500	.....	500	.....	1	.....	.....	1	20	9	.....	23	5	14	2
27	.....	.....	2,852	1	1	.....	.....	1	23	.....	7	2	5	8	5
28	.....	.....	.....	.....	1	1	1	1	18	8	6	20	9	5	6
29	.....	.....	.....	.....	1	.....	1	.....	15	3	.....	5	1	8	8
30	.....	.....	.....	.....	1	.....	1	1	44	9	.....	2	5	11	43
31	.....	.....	.....	1	1	1	.....	1	12	13	5	3	7	6	.....
32	.....	.....	.....	.....	1	.....	.....	1	54	10	11	24	21	10	9
33	.....	.....	.....	.....	1	.....	.....	1	37	4	5	14	.....	49	.....
34	.....	.....	.....	1	1	.....	.....	.....	11	3	2	22	.....	8	4
35	.....	.....	1,441	.....	1	.....	.....	.....	13	3	3	12	9	12	6
36	.....	.....	1,667	.....	1	.....	.....	1	30	7	22	30	5	20	10
37	.....	.....	.....	1	1	.....	.....	1	16	10	2	13	4	9	8
38	.....	.....	.....	1	1	.....	1	1	75	3	15	18	.....	50	57
39	.....	.....	.....	1	1	.....	.....	1	15	5	2	9	3	35	11
40	.....	.....	.....	1	1	.....	1	.....	65	2	10	26	5	35	35
41	.....	.....	.....	.....	1	.....	1	1	53	4	11	16	13	85	30
42	.....	.....	.....	.....	1	.....	.....	1	5	10	.....	15	4	3	2
43	.....	.....	.....	.....	1	.....	.....	1	34	4	7	6	18	35	30
44	.....	.....	4,267	.....	1	.....	.....	1	25	18	.....	22	2	3	46
	2,108	162	26,566	21	44	6	20	35	1,303	329	247	742	272	957	775

COLLEGIATE INSTITUTES AND
III. TABLE M—MISCELLANEOUS

High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools—Grade I and Grade II	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes
					$	$	$	$
1 Alexandria	B	1⅝	....	II	554	530	9	75
2 Almonte	S	1 1/12	1	II	979	461	8	68
3 Arnprior	B	1½	1	II	551	556	9	74
4 Arthur	B	7	....	II	461	779	29	69
5 Athens	S	2	....	.....	562	729	.....	64
6 Aurora	B	4½	....	.....	501	563	13	64
7 Aylmer	B	4¼	....	II	1,034	1,013	179	136
8 Beamsville	B	3	1	.....	383	503	12	81
9 Belleville	B	2	1	.....	715	1,340	129	150
10 Bowmanville	B	3	....	II	657	604	70	54
11 Bradford	B	5	....	II	320	392	.....	66
12 Brampton	B	5	....	II	513	752	52	65
13 Brighton	B	⅖	1	.....	379	568	84	67
14 Caledonia	B	2	1	.....	550	667	2	80
15 Campbellford	B	¾	1	.....	612	840	52	71
16 Carleton Place	S	1	1	.....	853	522	42	67
17 Cayuga	B	1½	1	II	331	401	.....	51
18 Chesley	B	4	....	II	400	528	15	180
19 Colborne	B	¾	1	II	317	551	.....	92
20 Cornwall	B	2	....	II	757	811	41	150
21 Deseronto	B	3	....	I	474	578	41	87
22 Dundas	B	....	1	II	685	896	64	73
23 Dunnville	B & S	4	1	II	506	742	99	70
24 Dutton	B	1	....	.....	362	601	30	52
25 Elora	S	½	1	.....	283	391	.....	50
26 Essex	B	3¼	....	II	369	548	37	61
27 Fergus	S	1	1	.....	590	480	.....	66
28 Forest	B	2	....	.....	486	448	32	95
29 Gananoque	B	1	1	II	750	634	16	79
30 Georgetown	B	4½	....	II	428	608	143	70
31 Glencoe	B	2	....	.....	523	498	50	56
32 Gravenhurst	B	7	....	.....	336	375	7	56
33 Grimsby	B	2	1	II	274	399	7	60
34 Hagersville	B	1⅜	....	.....	356	653	51	87
35 Haileybury	B	5	....	II	452	1,017	28	55
36 Harriston	B	3	1	II	353	383	22	51
37 Hawkesbury	B	½	1	II	521	338	12	52
38 Iroquois	B	¾	....	II	812	1,256	.....	134
39 Kemptville	B	2	1	.....	383	759	32	68
40 Kenora	B	2	1	.....	375	600	27	70
41 Kincardine	B	4	1	II	658	800	.....	82
42 Leamington	B	2	....	II	405	596	26	120
43 Listowel	B	2	....	.....	413	607	12	55
44 Lucan	B	3	....	.....	398	608	37	50
45 Madoc	B	1	....	.....	358	715	60	85
46 Markham	B	2¼	....	.....	309	681	.....	64
47 Meaford	B	4½	....	I	682	1,119	82	101
48 Midland	B	6½	....	II	512	746	50	62
49 Mitchell	B	¾	....	II	369	631	8	59
50 Mount Forest	B	2½	1	.....	513	562	.....	64
51 Newburgh	S	1½	1	.....	574	536	.....	75
52 Newcastle	B	1	1	.....	396	325	25	59
53 Newmarket	B	2	....	I	402	679	25	89
54 Niagara	B	½	....	.....	322	235	.....	72
55 Niagara Falls South	B	2	....	.....	303	418	.....	61
56 North Bay	B	2	....	.....	345	601	.....	164
57 Norwood	B	8	1	.....	389	494	63	81

HIGH SCHOOLS—Continued

INFORMATION—Continued

	Equipment								Value of Manual Training Department Equipment			
	Art Models	Typewriters	Gymnasium (not including equipment)	Equipment of Gymnasium	Museum	Aquarium, Herbarium, etc.	Pictures	Total value of General Equipment	Woodwork	Woodturning	Forging	Machine Shop Practice
	$	$	$	$	$	$	$	$	$			
1	50	.....	.....	.....	.....	....	.....	1,218	.....	.....	.....	.....
2	90	135	.....	48	.....	....	20	1,809	.....	.....	.....	.....
3	59	.....	.....	.....	.....	....	.....	1,269	.....	.....	.....	.....
4	49	95	.....	104	.....	4	39	1,629	.....	.....	.....	.....
5	80	.....	.....	13	.....	....	100	1,548	.....	.....	.....	.....
6	55	.....	.....	.....	.....	....	200	1,396	.....	.....	.....	.....
7	103	140	680	105	179	....	125	3,694	.....	.....	.....	.....
8	36	.....	.....	12	.....	....	.....	1,027	.....	.....	.....	.....
9	52	.....	.....	.....	.....	....	.....	2,386	.....	.....	.....	.....
10	53	.....	.....	.....	.....	....	360	1,798	.....	.....	.....	.....
11	56	.....	.....	21	50	....	25	930	.....	.....	.....	.....
12	51	.....	.....	10	51	....	50	1,544	.....	.....	.....	.....
13	54	.....	.....	.....	.....	....	.....	1,152	.....	.....	.....	.....
14	74	.....	.....	.....	.....	....	.....	1,373	.....	.....	.....	.....
15	51	.....	.....	22	.....	....	50	1,698	.....	.....	.....	.....
16	51	.....	.....	.....	.....	....	.....	1,535	.....	.....	.....	.....
17	57	.....	.....	.....	.....	....	50	890	.....	.....	.....	.....
18	70	.....	.....	21	15	....	24	1,253	.....	.....	.....	.....
19	50	.....	.....	.....	.....	....	.....	1,010	.....	.....	.....	.....
20	84	570	.....	60	.....	10	.....	2,483	.....	.....	.....	.....
21	51	50	.....	150	.....	....	60	1,491	.....	.....	.....	.....
22	70	.....	.....	48	.....	3	36	1,875	.....	.....	.....	.....
23	60	160	.....	.....	.....	....	60	1,697	.....	.....	.....	.....
24	50	.....	.....	.....	.....	....	19	1,114	.....	.....	.....	.....
25	51	205	.....	.....	1,000	....	20	2,000	.....	.....	.....	.....
26	50	.....	.....	53	50	....	60	1,228	500	.....	.....	.....
27	62	.....	.....	.....	.....	....	20	1,218	.....	.....	.....	.....
28	52	50	.....	12	32	....	25	1,232	.....	.....	.....	.....
29	60	366	.....	.....	.....	....	432	2,337	.....	.....	.....	.....
30	69	65	.....	20	.....	....	42	1,445	.....	.....	.....	.....
31	50	.....	.....	31	.....	....	27	1,235	.....	.....	.....	.....
32	50	120	.....	10	.....	....	31	985	.....	.....	.....	.....
33	50	.....	.....	22	.....	....	57	869	.....	.....	.....	.....
34	30	.....	.....	.....	.....	....	.....	1,177	.....	.....	.....	.....
35	71	.....	.....	.....	.....	....	123	1,746	.....	.....	.....	.....
36	55	90	.....	3	.....	....	19	976	.....	.....	.....	.....
37	64	.....	.....	.....	.....	....	34	1,021	.....	.....	.....	.....
38	52	150	.....	19	.....	....	.....	2,423	.....	.....	.....	.....
39	55	150	.....	35	.....	....	.....	1,482	.....	.....	.....	.....
40	50	.....	.....	.....	.....	....	.....	1,122	.....	.....	.....	.....
41	55	530	800	65	.....	9	25	3,024	.....	.....	.....	.....
42	52	.....	.....	35	.....	....	73	1,307	.....	.....	.....	.....
43	63	.....	.....	42	.....	....	20	1,212	.....	.....	.....	.....
44	50	.....	.....	21	.....	....	.....	1,164	.....	.....	.....	.....
45	53	.....	.....	34	.....	....	28	1,333	.....	.....	.....	.....
46	49	.....	.....	.....	.....	....	.....	1,103	.....	.....	.....	.....
47	58	590	1,344	324	22	....	235	4,557	.....	.....	.....	.....
48	55	95	.....	.....	.....	4	150	1,674	.....	.....	.....	.....
49	55	.....	550	194	.....	....	20	1,886	.....	.....	.....	.....
50	50	.....	.....	10	.....	....	.....	1,199	.....	.....	.....	.....
51	51	.....	.....	.....	.....	....	56	1,292	.....	.....	.....	.....
52	48	.....	.....	.....	.....	....	20	873	.....	.....	.....	.....
53	66	260	.....	69	17	....	50	1,657	.....	.....	.....	.....
54	23	90	1,425	222	.....	....	.....	2,389	.....	.....	.....	.....
55	63	196	.....	30	48	....	15	1,134	.....	.....	.....	.....
56	55	.....	.....	.....	.....	....	90	1,255	.....	.....	.....	.....
57	57	.....	.....	.....	.....	....	.....	1,084	.....	.....	.....	.....

COLLEGIATE INSTITUTES AND
III TABLE M—MISCELLANEOUS

High Schools	Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preceding nine columns
	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work			
	$	$	$	$	$	$
1 Alexandria						
2 Almonte						
3 Arnprior						
4 Arthur						
5 Athens				172		172
6 Aurora						
7 Aylmer						
8 Beamsville						
9 Belleville						
10 Bowmanville						
11 Bradford						
12 Brampton						
13 Brighton						
14 Caledonia						
15 Campbellford						
16 Carleton Place						
17 Cayuga						
18 Chesley						
19 Colborne						
20 Cornwall						
21 Deseronto						
22 Dundas						
23 Dunnville						
24 Dutton						
25 Elora						
26 Essex				300		800
27 Fergus						
28 Forest						
29 Gananoque						
30 Georgetown						
31 Glencoe						
32 Gravenhurst						
33 Grimsby						
34 Hagersville						
35 Haileybury						
36 Harriston						
37 Hawkesbury						
38 Iroquois						
39 Kemptville						
40 Kenora						
41 Kincardine					55	55
42 Leamington						
43 Listowel						
44 Lucan						
45 Madoc						
46 Markham						
47 Meaford						
48 Midland						
49 Mitchell						
50 Mount Forest						
51 Newburgh						
52 Newcastle						
53 Newmarket				132		132
54 Niagara						
55 Niagara Falls South	499					499
56 North Bay						
57 Norwood						

HIGH SCHOOLS—Continued
NFORMATION—Continued

	Religious and other Exercises					Destination of Pupils						
	Schools using authorized Scripture Readings	Schools opened with Prayer	Schools closed with Prayer	Schools using the Bible	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Without occupation
1	.....	1	.....	.....	.....	.....	1	.....	8	.....	15	.....
2	1	1	.....	1	1	8	3	.....	4	.....	7	11
3	.....	1	.....	.....	1	16	4	.....	15	4	27	5
4	.....	1	.....	.....	1	1	1	.....	2	1	6	4
5	1	1	.....	.....	1	2	2	2	13	.....	4	17
6	.....	1	.....	1	.....	11	7	3	3	3	11	9
7	.....	1	.....	1	1	8	15	6	18	2	7	.....
8	.....	1	.....	1	.....	6	6	.....	4	2	4	4
9	.....	1	.....	1	1	13	4	1	8	8	38	6
10	.....	1	.....	1	.....	9	6	.....	5	1	5	2
11	.....	1	.....	1	.....	1	1	1	9	1	5	5
12	.....	1	.....	.....	.....	6	11	.....	12	4	4	19
13	.....	1	.....	.....	.....	2	6	.....	.....	2	2	10
14	.....	1	.....	1	1	3	8	.....	14	4	7	.....
15	1	1	.....	.....	1	5	12	.....	8	.....	9	.....
16	.....	1	.....	.....	1	12	10	2	6	3	18	2
17	.....	1	.....	.....	1	6	2	.....	8	.....	.....	5
18	.....	1	.....	1	1	6	3	.....	16	.....	.....	.....
19	1	1	.....	.....	1	3	1	1	6	3	6	1
20	1	1	.....	.....	1	19	6	7	17	5	5	19
21	.....	.....	.....	.....	.....	3	.....	1	7	3	8	2
22	.....	1	.....	1	1	.....	2	.....	5	.....	14	7
23	.....	1	.....	.....	1	7	15	5	9	8	4	.....
24	.....	1	.....	1	.....	2	7	.....	5	3	4	5
25	.....	1	1	1	1	4	2	.....	3	2	2	.....
26	1	1	.....	.....	1	3	3	2	8	.....	8	6
27	.....	1	.....	.....	1	12	9	3	11	13	.....	.....
28	.....	1	.....	.....	1	6	8	1	12	.....	4	.....
29	1	1	.....	.....	.....	10	.....	6	4	.....	12	.....
30	.....	1	.....	1	1	4	1	.....	11	.....	22	.....
31	.....	1	.....	1	1	2	4	1	12	2	7	5
32	.....	1	.....	1	.....	5	.....	2	4	3	5	2
33	1	1	.....	1	1	16	8	.....	2	.....	10	9
34	1	1	1	1	.....	.....	6	.....	9	3	8	10
35	.....	1	.....	.....	1	8	1	.....	1	12	4	11
36	.....	1	.....	.....	.....	1	2	3	5	.....	10	1
37	1	1	.....	.....	.....	2	.....	.....	5	2	13	.....
38	.....	1	.....	.....	1	1	10	.....	13	1	8	1
39	.....	1	.....	1	.....	1	6	1	17	1	18	.....
40	.....	1	.....	.....	.....	6	.....	.....	4	2	3	3
41	.....	1	.....	1	.....	6	.....	.....	9	1	8	3
42	1	1	.....	.....	.....	20	5	3	8	.....	12	8
43	1	1	.....	.....	1	2	4	1	11	7	27	.....
44	.....	1	1	1	1	10	8	.....	6	.....	.....	14
45	1	1	.....	.....	.....	2	.....	1	12	1	.....	13
46	.....	1	.....	.....	1	2	9	3	6	4	17	.....
47	.....	1	.....	.....	.....	14	4	.....	15	2	12	1
48	.....	1	.....	.....	1	6	1	1	11	4	20	1
49	1	1	1	.....	1	17	7	2	6	2	4	12
50	1	1	.....	.....	1	11	1	1	15	1	13	3
51	1	1	.....	1	1	.....	4	.....	7	1	6	.....
52	.....	1	.....	.....	.....	3	8	1	2	3	2	1
53	.....	1	.....	.....	.....	7	11	6	12	2	7	6
54	1	1	.....	.....	1	3	3	.....	.....	3	4	2
55	.....	1	.....	.....	.....	9	2	.....	2	.....	2	2
56	.....	.....	.....	.....	1	10	.....	2	4	4	20	10
57	1	1	.....	.....	1	2	10	.....	8	7	4	.....

COLLEGIATE INSTITUTES AND
III. TABLE M—MISCELLANEOUS

High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools—Grade I and Grade II	Value of General Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes
					$	$	$	$
58 Oakville	B	4½	1	I	443	618	21	185
59 Omemee	B	1½	1	.....	319	331	7	53
60 Orangeville	B	2½	....	II	710	1,139	36	86
61 Oshawa	B	5	1	I	350	795	70	67
62 Paris	B	4	1	II	514	960	44	96
63 Parkhill	B	3	1	.....	480	513	20	35
64 Pembroke	B	⅘	1	.....	375	864	37	106
65 Penetanguishene	B	10	....	II	392	719	120	61
66 Petrolea	B	1¾	....	.....	548	649	.....	51
67 Plantagenet	B	1½	....	.....	203	265	7	21
68 Port Dover	B	2	1	.....	516	531	50	101
69 Port Elgin	B	½	....	.....	376	516	11	111
70 Port Hope	B	1½	....	II	900	1,004	73	126
71 Port Perry	B	3	1	.....	399	716	.....	58
72 Port Rowan	B	2½	1	.....	364	410	27	61
73 Prescott	B	1⅛	1	II	319	554	21	104
74 Richmond Hill	B	1	1	II	363	454	69	51
75 Rockland	B	3½	....	II	348	321	18	52
76 Sault Ste. Marie	B	5½	....	II	605	874	40	60
77 Simcoe	B	8	1	II	590	844	87	134
78 Smithville	B	2	....	II	321	469	.....	53
79 Stirling	B	2½	1	II	392	467	32	60
80 Streetsville	B	⅛	....	II	378	354	26	60
81 Sudbury	B	5	....	II	556	1,587	92	69
82 Sydenham	S	2	....	.....	461	535	50	73
83 Thorold	B	2	....	.....	309	585	.....	125
84 Tillsonburg	B	2½	....	II	376	571	18	102
85 Toronto, Commerce & Finance	B	....	1	.....	851	689	.....	30
86 Toronto, Malvern	B	2⅞	1	II	703	1,625	20	90
87 Toronto, North	B	....	1	.....	307	322	.....	58
88 Toronto, Oakwood	B & S	5	1	II	1,664	3,109	941	224
89 Toronto, Riverdale	B	4½	1	II	1,030	2,106	261	105
90 Toronto, Technical	B	2½	1	.....	1,892	7,624	.....	132
91 Trenton	B	1½	1	II	712	599	48	109
92 Uxbridge	B	¾	1	II	397	569	24	110
93 Vienna	B	6½	1	.....	494	332	.....	84
94 Walkerton	B	1¼	....	II	422	587	36	61
95 Wardsville	B	1½	1	.....	301	306	.....	45
96 Waterdown	S	3¼	1	.....	240	363	.....	58
97 Waterford	B	3	....	.....	538	632	43	94
98 Watford	B	2	1	II	388	647	36	164
99 Welland	B	2	....	.....	350	913	40	67
100 Weston	B	1	....	.....	377	408	3	92
101 Whitby	B	½	1	.....	733	785	31	100
102 Wiarton	S	1	....	II	398	425	.....	58
103 Williamstown	B	3	....	II	302	531	34	73
104 Wingham	B	3	....	II	484	700	41	176
1 Totals, High Schools	.....	....	51	5 I, 50 II	52,585	76,584	4,386	8,550
2 Totals, Collegiate Institutes	.....	....	27	9 I, 22 II	49,851	68,153	6,196	7,050
3 Grand Totals, 1912	.....	....	78	14 I, 72 II	102,436	144,737	10,582	15,600
4 Grand Totals, 1911	.....	....	78	.....	97,078	137,271	8,050	14,779
5 Increases	.....	....	....	.....	5,358	7,466	2,532	821
6 Decrease	.....	....	....	.....	.....	.....	.....	.....
7 Percentages	.....	....	52.7	.....	19.22	27.16	1.98	2.93

HIGH SCHOOLS—Continued

INFORMATION—Continued

	Equipment								Value of Manual Training Department Equipment			
	Art Models	Typewriters	Gymnasium (not including equipment)	Equipment of Gymnasium	Museum	Aquarium, Herbarium, etc	Pictures	Total value of General Equipment	Woodwork	Woodturning	Forging	Machine Shop Practice
	$	$	$	$	$	$	$	$	$	$	$	$
58	58	120	.....	.....	.....	....	50	1,495	.....	.....	.....	.....
59	72	.....	.....	.....	.....	....	.....	782	.....	.....	.....	.....
60	60	.....	2,500	292	.....	....	27	4,850	.....	.....	.....	.....
61	55	520	.....	73	.....	....	22	1,952	.....	.....	.....	.....
62	50	180	.....	.....	175	....	25	2,044	.....	.....	.....	.....
63	53	350	.....	.....	.....	....	.....	1,451	.....	.....	.....	.....
64	73	.....	.....	7	25	....	90	1,577	.....	.....	.....	.....
65	56	180	.....	12	.....	10	75	1,625	.....	.....	.....	.....
66	50	.....	.....	.....	.....	....	.....	1,298	.....	.....	.....	.....
67	21	.....	.....	.....	.....	....	.....	517	.....	.....	.....	.....
68	50	.....	.....	.....	12	....	3	1,263	.....	.....	.....	.....
69	54	180	.....	8	.....	....	4	1,260	.....	.....	.....	.....
70	53	445	.....	39	.....	....	.....	2,640	.....	.....	.....	.....
71	56	.....	.....	30	.....	....	.....	1,259	.....	.....	.....	.....
72	46	.....	10	.....	.....	....	15	933	.....	.....	.....	.....
73	50	303	.....	60	.....	13	.....	1,424	.....	.....	.....	.....
74	67	.....	.....	.....	.....	....	.....	1,004	.....	.....	.....	.....
75	53	.....	.....	10	.....	....	.....	802	.....	.....	.....	.....
76	65	310	.....	12	.....	....	62	2,028	325	270	212	2,991
77	65	150	.....	30	.....	....	24	1,924	.....	.....	.....	.....
78	50	.....	.....	.....	.....	....	.....	893	.....	.....	.....	.....
79	57	.....	.....	15	.....	8	.....	1,031	.....	.....	.....	.....
80	50	180	.....	.....	.....	....	5	1,053	.....	.....	.....	.....
81	64	.....	2,500	93	.....	18	25	5,004	.....	.....	.....	.....
82	61	.....	.....	26	.....	....	.....	1,206	.....	.....	.....	.....
83	50	180	.....	.....	.....	....	.....	1,249	.....	.....	.....	.....
84	76	150	.....	35	150	....	60	1,538	.....	.....	.....	.....
85	49	.....	.....	.....	167	....	.....	1,786	.....	.....	.....	.....
86	53	.....	.....	36	.....	....	100	2,627	.....	.....	.....	.....
87	58	.....	.....	.....	.....	....	.....	745	.....	.....	.....	.....
88	106	.....	10,000	136	1,020	80	106	17,386	.....	.....	.....	.....
89	99	.....	.....	40	262	5	25	3,933	.....	.....	.....	.....
90	1,608	*1,852	.....	.....	30	....	.....	13,138	†1,926	.....	.....	.....
91	53	80	.....	.....	.....	....	.....	1,601	.....	.....	.....	.....
92	53	.....	.....	.....	.....	....	.....	1,153	.....	.....	.....	.....
93	57	.....	.....	8	.....	....	8	983	.....	.....	.....	.....
94	68	180	.....	7	.....	....	.....	1,361	.....	.....	.....	.....
95	51	.....	.....	.....	.....	....	.....	703	.....	.....	.....	.....
96	50	.....	.....	.....	.....	....	.....	711	.....	.....	.....	.....
97	53	.....	.....	8	.....	....	28	1,396	.....	.....	.....	.....
98	50	.....	.....	20	.....	....	.....	1,305	.....	.....	.....	.....
99	83	.....	.....	.....	.....	....	.....	1,453	.....	.....	.....	.....
100	52	.....	.....	.....	.....	....	.....	932	.....	.....	.....	.....
101	51	75	850	73	.....	....	.....	2,698	.....	.....	.....	.....
102	56	.....	.....	1	.....	....	20	958	.....	.....	.....	.....
103	50	.....	.....	10	.....	....	100	1,100	.....	.....	.....	.....
104	58	.....	.....	41	15	35	4	1,554	.....	.....	.....	.....
1	7,503	9,542	20,659	2,987	3,320	199	3,768	190,083	2,751	270	212	2,991
2	3,269	20,653	160,006	12,999	7,679	866	5,958	342,680	7,086	1,986	2,261	4,744
3	10,772	30,195	180,665	15,986	10,999	1065	9,726	532,763	9,837	2,256	2,473	7,735
4	10,108	28,901	153,280	18,946	10,652	874	7,541	487,480	8,187	2,135	2,350	6,486
5	664	1,294	27,385	.....	347	191	2,185	45,283	1,650	121	123	1,249
6	.....	.....	.....	2,960	.....	....	.....	.....	.....	.....	.....	.....
7	2.02	5.67	33.91	3.00	2.06	.20	1.82	.....	22.42	5.14	5.64	17.63

† Printing Equipment. *Manual Training Department Equipment.

COLLEGIATE INSTITUTES

III TABLE M—MISCELLANEOUS

High Schools	Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preceding nine columns
	Cookery, Sanitation and Hygien	Handwork and Machine Sewing	Laundry Work			
	$	$	$	$	$	$
58 Oakville						
59 Omemee						
60 Orangeville				584		584
61 Oshawa						
62 Paris				418		418
63 Parkhill						
64 Pembroke						
65 Penetanguishene						
66 Petrolea				614		614
67 Plantagenet						
68 Port Dover						
69 Port Elgin						
70 Port Hope				1,200		1,200
71 Port Perry						
72 Port Rowan						
73 Prescott						
74 Richmond Hill						
75 Rockland						
76 Sault Ste. Marie	884	70		371		5,123
77 Simcoe				200		200
78 Smithville						
79 Stirling				1,600		1,600
80 Streetsville						
81 Sudbury						
82 Sydenham						
83 Thorold						
84 Tillsonburg						
85 Toronto, Commerce and Finance						
86 Toronto, Malvern						
87 Toronto, North						
88 Toronto, Oakwood						
89 Toronto, Riverdale						
90 Toronto, Technical	*1,329				1,608	4,863
91 Trenton						
92 Uxbridge						
93 Vienna						
94 Walkerton				275		275
95 Wardsville						
96 Waterdown						
97 Waterford						
98 Watford						
99 Welland				777		777
100 Weston						
101 Whitby						
102 Wiarton						
103 Williamstown						
104 Wingham						
1 Totals, High Schools	2,712	70		6,643	1,663	17,312
2 Totals. Collegiate Institutes	7,351	840	28	2,108	162	26,566
3 Grand Totals, 1912	10,063	910	28	8,751	1,825	43,878
4 Grand Totals, 1911	7,073	69	25	3,760	1,433	31,518
5 Increases	2,990	841	3	4,991	392	12,360
6 Decreases						
7 Percentages	22.93	2.07	.06	19.94	4.16	

* Household Science Department Equipment.

AND HIGH SCHOOLS—Concluded
INFORMATION—Concluded

	Religious and other Exercises					Destination of Pupils						
	Schools using authorized Scripture Readings	Schools opened with Prayer	Schools closed with Prayer	Schools using the Bible	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Without occupation
58	.....	1	.....	.....	1	10	8	2	2	3	4	4
59	.....	1	.....	.....	.....	.....	.....	.....	6	.....	2	8
60	.....	1	.....	.....	1	11	9	.....	14	1	12	3
61	.....	1	.....	.....	.....	36	2	2	5	1	8	8
62	1	1	1	1	1	6	6	3	5	4	6	4
63	1	1	.....	1	.....	8	4	.....	6	1	4	.....
64	.....	1	.....	.....	1	10	.....	1	8	5	8	10
65	.....	1	.....	.....	.....	3	1	1	2	2	10	3
66	1	1	.....	1	.....	15	2	.....	4	10	5	5
67	.....	1	.....	.....	.....	5	3	2	8	.....	1	.....
68	1	1	.....	1	.....	8	6	.....	4	.....	.....	2
69	.....	1	.....	.....	1	1	9	.....	5	1	8	.....
70	.....	1	.....	.....	1	18	34	1	8	8	2	7
71	.....	1	.....	.....	1	2	7	.....	6	.....	11	.....
72	1	1	1	1	.....	2	2	.....	5	2	3	2
73	.....	1	.....	.....	1	13	2	1	4	1	7	19
74	1	1	.....	1	1	8	3	1	.....	2	13	1
75	.....	1	.....	.....	.....	1	1	.....	3	4	7	.....
76	.....	1	.....	.....	1	11	.....	3	13	17	14	7
77	1	1	.....	1	1	18	10	.....	15	1	5	7
78	.....	1	1	.....	.....	5	2	.....	4	1	8	4
79	.....	1	.....	.....	.....	6	8	.....	14	.....	9	6
80	1	1	.....	1	1	11	6	.....	5	3	3	6
81	.....	1	.....	.....	1	5	.....	1	2	5	10	3
82	.....	1	.....	1	1	3	5	1	13	2	3	10
83	.....	1	.....	.....	.....	5	.....	.....	.....	3	13	10
84	.....	1	.....	1	.....	9	9	2	7	.....	.....	10
85	.....	1	.....	.....	1	86	.....	.....	.....	.....	12	10
86	1	1	.....	1	1	14	4	12	7	1	4	4
87	1	1	.....	1	.....	18	5	.....	7	.....	10	40
88	1	1	.....	1	1	18	4	1	3	4	27	14
89	1	1	1	1	1	31	1	5	16	2	31	44
90	.....	1	.....	.....	1	50	.....	.....	.....	.....	60	300
91	1	1	.....	.....	1	10	1	2	8	3	7	10
92	1	1	1	.....	1	.....	8	4	10	9	5	4
93	.....	1	1	.....	1	2	.....	.....	.....	.....	1	2
94	1	.....	.....	.....	.....	5	.....	1	10	.....	10	.....
95	.....	1	.....	.....	1	.....	.....	.....	2	.....	8	4
96	.....	1	.....	.....	.....	.....	6	.....	.....	.....	10	6
97	.....	1	.....	1	1	1	6	.....	2	2	1	1
98	1	1	.....	1	1	8	18	.....	9	5	7	4
99	.....	1	.....	.....	1	14	19	3	5	1	12	.....
100	.....	1	.....	.....	1	10	14	3	8	9	5	.....
101	1	1	.....	1	1	11	15	.....	10	3	6	.....
102	1	1	.....	1	1	1	.....	.....	2	.....	6	6
103	.....	1	.....	.....	1	4	7	1	4	.....	4	3
104	.....	1	.....	1	1	8	9	1	20	3	11	5
1	36	101	10	40	65	879	526	123	748	259	915	853
2	21	44	6	20	35	1,303	329	247	742	272	957	775
3	57	145	16	60	100	2,178	855	370	1,490	531	1,872	1,628
4	48	142	18	55	93	2,175	856	380	1,489	544	1,994	1,657
5	9	3	.....	5	7	3	.....	.....	1	.....	.....	.....
6	.....	.....	2	.....	.....	.....	1	10	.....	13	122	29
7	38.51	97.97	10.81	40.54	67.56	24.40	9.58	4.14	16.70	5.95	20.98	18.24

TABLE N—PROTESTANT SEPARATE SCHOOLS

——	No. 1 Grattan	No. 2 Hagarty	No. 6 Plantagenet, North	No. 1 Tilbury, North	L'Original, Village	Penetanguishene, Town	Totals
Number of Schools	1	1	1	1	1	1	6
Receipts:	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Balances from 1911	543 82	8 17	228 75	166 13	240 87	34 74	1,222 48
Government grants	148 20	153 54	9 30	85 25	38 50	182 39	617 18
Municipal grants	13 20	11 54	309 30	10 25	.....	.....	344 29
Municipal assessments	440 32	500 00	50 00	252 45	547 88	4,500 00	6,290 65
Other sources	10 00	.....	130 00	6 44	2 25	1,804 00	1,952 69
Totals	1,155 54	673 25	727 35	520 52	829 50	6,521 13	10,427 29
Expenditure:							
Teachers' salaries	500 00	450 00	295 00	362 40	600 00	2,910 88	5,118 28
School sites and buildings	.....	20 75	.....	.....	.....	192 10	212 85
Libraries, maps, apparatus, etc.	3 20	10 00	.....	.....	3 30	194 31	210 81
Other expenses	51 90	175 00	241 02	106 91	83 63	3,098 28	3,756 74
Totals	555 10	655 75	536 02	469 31	686 93	6,395 57	9,298 68
Balances on hand	600 44	17 50	191 33	51 21	142 57	125 56	1,128 61
Teachers:							
Male	.....	.....	.....	.....	.....	1	1
Female	1	1	1	1	1	4	9
Certificates	II	III	Temp.	Temp.	III	5 II	6 II; 2 III; 2 Temp.
Salaries	$500	$450	$350	$450	$450	Male: $900 Female: $531	1 male: $900 Av. female: $480
Pupils:							
Total number attending	29	63	7	18	19	284	420
Boys	16	29	4	9	14	146	218
Girls	13	34	3	9	5	138	202
Average attendance	15	24	2	7	12	193	253
No. in Primer	6	16	2	3	6	66	99
" 1st Book	4	11	1	1	3	57	77
" 2nd "	3	21	2	3	5	69	103
" 3rd "	12	9	1	5	.....	46	73
" 4th "	3	6	1	6	5	46	67
" beyond 4th Book	1	.....	.....	.....	.....	.....	1
" in Art	29	63	7	18	19	284	420
" Geography	29	63	5	14	13	284	408
" Music	.....	63	7	.....	.....	284	354
" Literature	29	63	7	14	10	284	407
" Composition	29	63	7	14	8	284	405
" Grammar	4	6	1	11	5	48	75
" English History	19	36	2	6	10	92	165
" Canadian History	19	36	2	11	.....	161	229
" Physiology & Hygiene	29	63	5	18	.....	284	399
" Nature Study	29	63	7	18	19	284	420
" Physical Culture	29	63	7	18	19	284	420
" Bookkeeping	1	.....	.....	.....	.....	.....	1
" Arith. & Mensuration	1	.....	.....	.....	.....	.....	1
" Algebra	1	.....	.....	.....	.....	.....	1
" Geometry	1	.....	.....	.....	.....	.....	1
Brick or frame school house	Frame.	Frame.	Frame.	Brick.	Brick.	Brick.	3 Bk.; 3 Fr.
Number of maps	8	6	6	10	16	19	65
Number of globes	1	1	1	1	1	1	6

TABLE O—REPORT ON KINDERGARTENS

Municipality	Number of Kindergartens	Number of Teachers	Head Directors	Assistants	Average Salary, Head Directors	Average Salary, Assistants	Number of Pupils in attendance	Average daily attendance	Charges per year for tuition
Cities :					$	$			$ c.
Berlin	7	7	7	.....	586	.....	298	204	.....
Brantford	5	10	5	5	465	317	724	251	1 00
Chatham	3	6	3	3	558	433	327	114	.....
Fort William	5	10	5	5	750	300	324	202	.....
Guelph	3	4	3	1	500	250	243	101	.....
Hamilton	16	21	16	5	590	320	2,056	654	1 00
Kingston	6	5	5	.....	425	.....	394	135	50
London	25	25	25	.....	595	.....	1,504	632	.....
Ottawa	18	37	18	19	633	438	1,862	713	.....
Peterborough	5	6	5	1	585	400	387	141	1 00
Port Arthur	1	2	1	1	800	475	104	42	.....
St. Catharines	4	4	4	.....	511	.....	343	119	.....
St. Thomas	4	12	6	6	550	392	282	157	.....
Stratford	6	6	6	.....	390	.....	472	155	.....
Toronto	69	182	69	113	625	429	10,164	3,567	.....
Towns :									
Aylmer	1	2	1	1	450	225	120	37	.....
Barrie	1	1	1	.....	500	.....	73	23	.....
Cobourg	1	2	1	1	475	200	124	51	.....
Collingwood	2	2	2	.....	407	.....	166	45	.....
Dundas	1	1	1	.....	500	.....	99	54	.....
Galt	2	3	2	1	625	450	140	108	.....
Goderich	1	1	1	.....	475	.....	42	30	.....
Hespeler	1	1	1	.....	475	.....	55	33	.....
Ingersoll	2	2	2	.....	375	.....	132	49	1 00
North Bay	1	2	1	1	500	375	107	30	.....
Owen Sound	3	5	3	2	463	250	278	124	.....
Paris	1	1	1	.....	400	.....	90	26	1 00
Picton	1	2	1	1	325	150	86	32	.....
Preston	1	1	1	.....	550	.....	69	63	.....
Simcoe	1	1	1	.....	425	.....	81	19	.....
Tillsonburg	1	1	1	.....	450	.....	95	40	.....
Walkerville	1	2	1	1	625	300	62	42	.....
Waterloo	2	2	2	.....	537	.....	73	52	.....
Welland	3	2	2	.....	550	.....	186	58	.....
Totals, 1912	204	371	204	167	580	410	21,562	8,103	.....
Totals, 1911	194	358	185	173	578	393	20,677	7,591	.....
Increases	10	13	19	.....	2	17	885	512	.....

TABLE P—REPORT ON NIGHT SCHOOLS

I. Night Public Schools

Municipality	Number of Schools	Teachers	Pupils enrolled	Average daily attendance
Fort William	2	4	84	27
Oshawa	1	1	20	9
St. Catharines	1	2	54	6
Toronto	18	30	1,585	838
Totals	22	37	1,743	880

II. Night High Schools

Municipality	Number of Schools	Teachers	Pupils enrolled	Average daily attendance
Hamilton	1	5	56	11
Oshawa	1	6	36	15
Toronto	2	25	243	65
Totals	4	36	335	91

TABLE Q—REPORT ON TRUANCY

Cities	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P's	Number of convictions	Number of children reported by Teachers as not attending any school
Belleville	5	60	60	1	1	.....
Berlin	4	178	95	.....	.....	5
Brantford	16	44	34	6	.....	4
Chatham	12	285	156	2	2	16
Fort William	10	87	75	6	.....	12
Guelph	8	12	26	3	1	102
Hamilton	.....	145	792	47	8	47
Kingston	.....	12	126	4	.....	8
London	15	20	75	16	16	45
Niagara Falls	4	5	51	1	1	153
Ottawa	16	331	82	.....	.....	13
Peterborough	4	102	94	10	8	.....
Port Arthur	4	306	12	4	4	.....
St. Catharines	.....	24	24	.....	.....	.....
St. Thomas	2	104	29	1	1	.....
Sault Ste. Marie	4	509	509	2	1	7
Stratford	2	218	218	4	2	3
Toronto	146	7,141	143	129	29	70
Windsor	.....	1,085	1,085	3	2	7
Woodstock	4	8	65	5	.....	122

TABLE Q—REPORT ON TRUANCY—Continued

Towns	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P's	Number of convictions	Number of children reported by Teachers as not attending any school
Alliston	.....	.....	3	.....	.....	3
Almonte	.....	3	3	1	.....	.....
Arnprior	.....	.....	5	1	1	4
Aylmer	.....	25	.....	.....	.....	.....
Barrie	.....	15	9	.....	.....	.....
Blenheim	.....	28	28	.....	.....	23
Blind River	.....	.....	.....	.....	.....	5
Bothwell	.....	.....	.....	.....	.....	1
Bowmanville	1	21	9	.....	.....	21
Brampton	.....	.....	.....	.....	.....	1
Brockville	.....	.....	14	.....	.....	2
Campbellford	.....	15	10	.....	.....	4
Carleton Place	.....	15	5	.....	.....	.....
Chesley	.....	1	1	.....	.....	.....
Cobourg	.....	.....	16	3	3	23
Cochrane	.....	48	48	.....	.....	.....
Collingwood	.....	55	55	14	4	.....
Copper Cliff	2	24	8	.....	.....	.....
Cornwall	.....	28	28	.....	.....	.....
Deseronto	.....	.....	3	.....	.....	57
Dresden	.....	.....	8	.....	.....	.....
Dunnville	.....	26	26	.....	.....	.....
Durham	.....	2	3	.....	.....	2
Essex	.....	5	4	2	.....	1
Forest	1	4	1	.....	.....	3
Fort Frances	.....	2	2	.....	.....	2
Galt	2	12	12	4	4	2
Gravenhurst	.....	15	15	.....	.....	1
Haileybury	.....	7	7	.....	.....	.....
Hanover	.....	3	27	.....	.....	27
Huntsville	.....	.....	.....	.....	.....	2
Ingersoll	.....	5	11	.....	.....	9
Keewatin	1	.....	37	.....	.....	.....
Kenora	.....	.....	27	1	1	95
Kincardine	.....	1	.....	.....	.....	.....
Kingsville	1	7	7	.....	.....	2
Leamington	1	1	10	.....	.....	1
Lindsay	.....	24	24	2	.....	.....
Listowel	.....	20	2	1	.....	3
Mitchell	.....	.....	2	.....	.....	9
Napanee	1	10	4	1	1	7
Newmarket	.....	.....	2	.....	.....	.....
Niagara	.....	2	5	.....	.....	.....
North Bay	.....	.....	11	2	2	16
Oakville	.....	.....	2	.....	.....	2
Orangeville	.....	48	55	.....	.....	.....
Owen Sound	6	15	207	.....	.....	.....
Paris	4	17	7	.....	.....	2
Parry Sound	.....	27	27	2	.....	27
Pembroke	.....	.....	2	1	1	.....
Perth	.....	2	2	1	.....	.....
Petrolea	10	75	25	.....	.....	25
Picton	2	.....	3	.....	.....	80
Port Hope	.....	2	2	2	2	.....
Prescott	.....	5	.....	.....	.....	7
Renfrew	.....	12	12	.....	.....	12
Ridgetown	.....	6	3	2	1	.....
St. Mary's	.....	8	8	.....	.....	1

TABLE Q—REPORT ON TRUANCY—Continued

Towns—Continued	Number of children otherwise employed during school hours.	Number of cases of truancy reported to the Truant Officers	Number of notices by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P's	Number of convictions	Number of children reported by Teachers as not attending any school
Sandwich			2			4
Sarnia		12	25	3	3	10
Simcoe		25	20	10	5	
Smiths' Falls			5			63
Southampton	1	3	5	2		4
Steelton	2	6	38			
Strathroy		5	3			2
Sturgeon Falls			3			
Sudbury		5	5	2	2	1
Thessalon	15	10	25	15	2	100
Thorold		7	7	3	3	5
Uxbridge		10				
Walkerville		1				
Wallaceburg		2	4			
Waterloo		10	11			3
Webbwood						3
Welland		284				16
Wiarton		35	122	2		13
Wingham		3	3			
Villages						
Acton		6	5			6
Ailsa Craig		2	2			
Bancroft		15	1	1		15
Bayfield	6		6			
Beavertou		2	2			2
Bolton		2	2			
Bradford			1			9
Bridgburg		8	10	5	5	
Brighton		5				5
Brussels		2	5	1		
Burk's Falls		8	8			
Caledonia		11	28	1		
Chesterville			8			16
Cobden		12	6			2
Colborne		1	2			
Coldwater	3	7	14	1	1	
Creemore			1			
Drayton		3	6			
Dundalk		1	1			
Elmira		3	3			3
Embro		2	2			
Erin			1			2
Exeter		2	2			
Fergus		3				3
Fort Erie		33				
Georgetown	1	12	12			
Glencoe	2	4				4
Grand Valley			1			
Grimsby		30	30	2	2	15
Havelock		4	4			
Jarvis		2	2			4
Markham		4	3			3
Merritton		2				

TABLE Q—REPORT ON TRUANCY—Concluded

Villages—Concluded	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P's	Number of convictions	Number of children reported by Teachers as not attending any school
Millbrook	.....	.....	23	1	1	.....
Milverton	.....	1	.....	.....	.....	.....
Mimico	2	25	35	8	.....	1
Morrisburg	.....	1	1	.....	.....	1
Newbury	3	.....	3	.....	.....	.....
Newcastle	2	.....	.....	.....	.....	.....
New Hamburg	8	2	3	.....	.....	5
Newstadt	.....	1	1	.....	.....	1
Norwood	.....	3	7	.....	.....	5
Oil Springs	1	5	6	.....	.....	.....
Point Edward	.....	.....	3	.....	.....	10
Port Carling	.....	1	1	.....	.....	1
Port Colborne	.....	10	10	5	.....	.....
Port Dover	.....	.....	9	.....	.....	.....
Port Elgin	.....	8	12	.....	.....	2
Port Rowan	.....	3	3	.....	.....	.....
Port Stanley	.....	.....	2	.....	.....	.....
Shelburne	.....	1	2	.....	.....	6
Springfield	.....	.....	.....	.....	.....	1
Sutton	.....	12	15	.....	.....	6
Tavistock	4	4	6	.....	.....	.....
Thedford	.....	.....	.....	.....	.....	3
Tottenham	.....	.....	1	.....	.....	.....
Tweed	.....	2	.....	.....	.....	.....
Victoria Harbour	.....	40	40	.....	.....	26
Watford	.....	2	.....	.....	.....	2
West Lorne	.....	.....	8	.....	.....	.....
Weston	.....	.....	.....	.....	.....	6
Winchester	.....	1	4	.....	.....	.....
Townships						
Assiginack	1	29	33	.....	.....	9
Brantford	60	82	82	1	1	.....
Burford	.....	23	23	.....	.....	.....
Morrison	2	7	7	2	.....	3
Oakland	.....	5	3	.....	.....	.....
West Oxford	.....	21	21	.....	.....	18
York, S.S. No. 25	6	.....	9	7	.....	.....
Totals	407	12,210	5,417	356	121	1,515

NOTE.—In addition to the above, 61 urban municipalities reported no truants while 69 did not report at all.

TABLE R—GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of Schools (including Collegiate Institutes), also Normal and Normal Model Schools,

No.	Subjects compared	1867	1872	1877	1882
1	Population	.....	1,620,851	.....	1,926,922
2	School population between the ages of five and sixteen years, up to 1882 (five to twenty-one subsequently)	447,726	495,756	494,804	483,817
3	High Schools (including Collegiate Institutes).	102	104	104	104
4	Continuation Schools	.....	.....	.....	.....
5	*Normal College and Normal and Normal Model Schools	3	3	4	6
6	Public Schools in operation	4,261	4,490	4,955	5,013
7	Roman Catholic Separate Schools	161	171	185	190
8	Grand total of above schools in operation	4,527	4,768	5,248	5,313
9	Pupils attending High Schools (including Collegiate Institutes and Night High Schools).	5,696	7,968	9,229	12,348
10	Pupils attending Continuation Schools	.....	.....	.....	.....
11	Students and pupils attending *Normal College, Normal and Normal Model Schools	800	800	900	1,059
12	Pupils attending Public Schools (including Kindergarten and Night Public Schools)	382,719	433,256	465,908	445,364
13	Pupils attending Roman Catholic Separate Schools	18,924	21,406	24,952	26,148
14	Grand total of students and pupils attending High, Continuation, Public, and Separate Schools, *Normal College, Normal and Normal Model Schools	408,139	463,430	500,989	484,919
15	Amount paid for the salaries of Public and Separate School teachers	$1,093,517	1,371,594	2,038,099	2,144,449
16	Amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc.	$379,672	835,770	1,035,390	882,526
17	Total amount paid for Public and Separate School purposes	$1,473,189	2,207,364	3,073,489	3,026,975
18	Amount paid for Continuation School teachers' salaries	.....	.....	.....	.....
19	Total amount paid for Continuation School purposes	.....	.....	.....	.....
20	Amount paid for High School (and Collegiate Institute) teachers' salaries	$94,820	141,812	211,607	253,864
21	Amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc.	$29,361	68,193	132,103	89,856
22	Total amount paid for High School and Collegiate Institute purposes	$124,181	210,005	343,710	343,720
23	Grand total paid for educational purposes as above	$1,597,370	2,417,369	3,417,199	3,370,695
24	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857
25	Male Teachers in Public and Separate Schools	2,849	2,626	3,020	3,062
26	Female Teachers in Public and Separate Schools	2,041	2,850	3,448	3,795
27	Continuation School Teachers	.....	.....	.....	.....
28	High School and Collegiate Institute Teachers.	159	239	280	332
29	Number of all teachers, as specified above	5,049	5,715	6,748	7,189

* Normal College was closed in June, 1907, the training of teachers of the higher grades and at Queen's University, Kingston. † Included in Public and Separate

STATISTICAL ABSTRACT

Education in Ontario, as connected with Public, Separate, Continuation and High from the year 1867 to 1912, compiled from Returns to the Department of Education

No.	1887	1892	1897	1902	1907	1911	1912
1	.....	2,114,321	.....	2,167,938	.....	2,523,358	.....
2	611,212	595,238	590,055	584,512	590,285	604,555	609,127
3	112	128	130	134	143	148	148
4	.....	.....	44	65	107	129	138
5	6	6	7	8	7	9	9
6	5,277	5,577	5,574	5,671	5,819	5,921	5,939
7	229	312	340	391	449	495	513
8	5,624	6,023	6,095	6,269	6,525	6,702	6,747
9	17,459	22,837	24,390	24,472	30,331	32,304	32,608
10	.....	.....	†1,618	†2,190	†4,744	5,753	6,094
11	1,204	1,270	1,492	1,709	1,407	1,980	1,990
12	462,839	458,553	453,256	420,094	413,510	422,802	429,030
13	30,373	37,466	41,620	45,964	51,502	59,396	61,297
14	511,875	520,126	520,758	492,239	496,750	522,235	531,019
15	2,458,540	2,752,629	2,886,061	3,198,132	4,389,524	5,610,213	6,109,547
16	1,283,564	1,301,289	1,329,609	1,627,028	3,166,655	4,294,071	5,164,413
17	3,742,104	4,053,918	4,215,670	4,825,160	7,556,179	9,904,284	11,273,960
18	.....	.....	Inc.withNo15	Inc.withNo15	Inc.withNo15	$177,057	202,875
19	.....	.....	Inc.withNo17	Inc.withNo17	Inc.withNo17	$252,080	265,087
20	327,452	472,029	532,837	547,402	783,782	1,141,124	1,232,537
21	168,160	224,085	183,139	222,278	429,915	806,934	720,524
22	495,612	696,114	715,976	769,680	1,213,697	1,948,058	1,953,061
23	4,237,716	4,750,032	4,931,646	5,594,840	8,769,876	12,104,422	13,492,108
24	7,594	8,480	9,128	9,631	10,200	10,900	11,128
25	2,718	2,770	2,784	2,311	1,813	1,499	1,511
26	4,876	5,710	6,344	7,320	8,387	9,401	9,617
27	.....	.....	‡44	‡86	‡140	218	226
28	398	522	579	593	750	898	917
29	7,992	9,002	9,707	10,224	10,950	12,016	12,271

being carried on thereafter by the Faculties of Education at the University of Toronto School attendances. ‡ Included with Public and Separate School teachers.

APPEN-

TEACHERS'

FINANCIAL

	Name of Institute	Total registered attendance of members	Receipts		
			Government Grant	Municipal Grant	Members' Fees
			$ c.	$ c.	$ c.
1	Algoma, East	94	50 00	.....	22 75
2	Brant	119	25 00	25 00	.....
3	Bruce, East	120	50 00	25 00	.....
4	Bruce, West	101	50 00	25 00	3 50
5	Carleton, East	85	25 00	25 00	41 00
6	Carleton, West, and Lanark, East	95	25 00	25 00	32 50
7	Dufferin	86	.....	50 00	.....
8	Dundas	92	25 00	.....	42 50
9	Elgin, East	110	50 00	50 00	.....
10	Elgin, West	94	.....	50 00	41 00
11	Essex, South	117	50 00	55 00	27 50
12	Frontenac	95	25 00	25 00	23 75
13	Glengarry	93	25 00	.....	18 50
14	Grey, East	45	25 00	25 00	11 25
15	Grey, South	91	25 00	25 00	19 50
16	Grey, West	115	50 00	25 00	25 75
17	Haliburton	46	25 00	25 00	.....
18	Haldimand	86	25 00	25 00	.....
19	Halton	90	25 00	25 00	.....
20	Hastings, Centre	92	25 00	.....	.....
21	Hastings, North	47	25 00	.....	.....
22	Hastings, South and Belleville	101	50 00	.....	.....
23	Huron, East	132	50 00	50 00	.....
24	Huron, West	87	25 00	50 00	11 70
25	Kenora	36	.....	.....	.....
26	Kent, East	101	50 00	50 00	25 25
27	Kent, West and Chatham	115	50 00	50 00	28 75
28	Lambton, East	113	50 00	25 00	25 50
29	Lambton, West	124	50 00	25 00	.....
30	Lanark, West and Smith's Falls	110	50 00	50 00	21 35
31	Leeds, East and Brockville	102	25 00	25 00	35 00
32	Leeds, West	59	50 00	25 00	14 25
33	Leeds No. 3, and Grenville	69	25 00	25 00	2 30
34	Lennox and Addington	106	75 00	.....	.....
35	Lincoln	103	50 00	25 00	.....
36	Manitoulin, East	28	50 00	.....	.....
37	Manitoulin, West	27	50 00	.....	.....
38	Middlesex, East	130	50 00	80 00	19 75
39	Middlesex, West	104	50 00	100 00	54 50
40	Muskoka	95	50 00	.....	.....
41	Norfolk	95	50 00	50 00	.....
42	Northumberland and Durham No. 1	78	25 00	25 00	.....
43	Northumberland and Durham No. 2	87	25 00	25 00	.....
44	Northumberland and Durham No. 3	77	25 00	25 00	.....
45	Ontario, North	70	50 00	25 00	17 50
46	Ontario, South	88	25 00	25 00	.....
47	Oxford	82	25 00	25 00	20 50
48	Parry Sound East	51	50 00	.....	12 00
49	Parry Sound, West	54	50 00	.....	11 75

DIX B

INSTITUTES

STATEMENT

	Receipts—Continued		Expenditure				
	Balances and other sources	Total Receipts	Printing, Postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous	Total Expenditure	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	141 11	213 86	12 72	32 00	23 25	67 97	145 89
2	108 62	158 62	12 21	.....	59 85	72 06	86 56
3	302 15	377 15	31 85	1 50	118 03	151 38	225 77
4	167 19	245 69	8 00	.....	39 00	47 00	198 69
5	168 95	259 95	9 15	.....	213 25	222 40	37 55
6	60 32	142 82	15 69	18 49	95 74	129 92	12 90
7	59 65	109 65	11 30	20 50	38 50	70 30	39 35
8	252 63	320 13	27 72	.....	126 41	154 13	166 00
9	249 00	349 00	13 00	.....	20 00	33 00	316 00
10	110 29	201 29	27 86	87 63	46 25	161 74	39 55
11	81 56	214 06	97 35	.....	28 00	125 35	88 71
12	41 94	115 69	5 00	48 75	21 00	74 75	40 94
13	61 10	104 60	4 89	.....	17 50	22 39	82 21
14	134 54	195 79	2 00	9 75	38 25	50 00	145 79
15	316 61	386 11	12 90	87 35	109 75	210 00	176 11
16	87 69	188 44	8 00	.....	58 00	66 00	122 44
17	118 45	168 45	5 30	3 00	15 25	23 55	144 90
18	327 88	377 88	9 50	.....	25 00	34 50	343 38
19	109 31	159 31	6 60	56 25	36 90	99 75	59 56
20	124 00	149 00	6 50	.....	33 20	39 70	109 30
21	107 55	132 55	5 00	3 00	11 00	19 00	113 55
22	175 45	225 45	4 55	.....	44 00	48 55	176 90
23	128 43	228 43	4 05	.....	61 55	65 60	162 83
24	142 37	229 07	45 96	3 90	41 15	91 01	138 06
25	109 32	109 32	6 75	38 74	2 95	48 44	60 88
26	101 26	226 51	12 30	.....	89 50	101 80	124 71
27	188 80	317 55	9 95	.....	117 00	126 95	190 60
28	16 34	116 84	28 00	8 25	41 75	78 00	38 84
29	65 01	140 01	13 15	.....	33 60	46 75	93 26
30	67 37	188 72	11 40	35 30	31 50	78 20	110 52
31	83 66	168 66	6 50	36 20	42 70	85 40	83 26
32	209 24	298 49	8 33	75 00	45 00	128 33	170 16
33	102 57	154 87	10 00	.....	37 50	47 50	107 37
34	77 31	152 31	12 06	.....	84 65	96 71	55 60
35	94 04	169 04	9 65	.....	47 10	56 75	112 29
36	60 50	110 50	3 85	36 15	30 00	70 00	40 50
37	7 40	57 40	8 35	.....	37 40	45 75	11 65
38	94 37	244 12	57 02	87 00	38 20	182 22	61 90
39	103 31	307 81	40 50	.....	144 00	184 50	123 31
40	86 51	136 51	8 30	.....	21 95	30 25	106 26
41	77 66	177 66	12 20	3 00	54 00	69 20	108 46
42	107 94	157 94	20 30	.....	73 20	93 50	64 44
43	44 87	94 87	4 10	.....	40 11	44 21	50 66
44	117 78	167 78	9 90	25	38 90	49 05	118 73
45	47 46	139 96	7 00	.....	50 35	57 35	82 61
46	161 41	211 41	13 00	.....	45 67	58 67	152 74
47	57 15	127 65	7 88	.....	43 80	51 68	75 97
48	91 00	153 00	7 00	42 50	14 00	63 50	89 50
49	50 14	111 89	5 80	18 00	17 75	41 55	70 34

TEACHERS'

FINANCIAL

Name of Institute—Continued	Total Registered attendance of members	Receipts		
		Government Grant	Municipal Grant	Members' Fees
		$ c.	$ c.	$ c.
50 Peel	87	25 00	25 00	21 25
51 Perth and Stratford	194	50 00	50 00	97 00
52 Peterborough	89	25 00	25 00	38 00
53 Prescott and Russell	58	.....	25 00	.....
54 Prince Edward	90	25 00	25 00	.....
55 Rainy River	25	.....	.....	.....
56 Renfrew, North	106	50 00	50 00	.....
57 Renfrew, South	152	25 00	25 00	.....
58 Simcoe, East	117	50 00	25 00	.....
59 Simcoe, North	83	25 00	25 00	20 75
60 Simcoe, South West	51	25 00	25 00	7 25
61 Stormont	108	.....	.....	25 75
62 Sudbury	65	.....	.....	.....
63 Thunder Bay	125	50 00	50 00	.....
64 Timiskaming	52	.....	.....	23 50
65 Victoria, West	130	50 00	50 00	39 00
66 Waterloo	232	75 00	75 00	99 00
67 Welland	141	50 00	40 78	.....
68 Wellington, North	90	25 00	25 00	22 50
69 Wellington, South	124	25 00	25 00	.....
70 Wentworth	98	25 00	25 00	23 75
71 York, North	90	25 00	.....	19 50
72 York, South	163	50 00	.....	30 75
73 Ontario Educational Association	937	1,000 00	.....	468 50
Cities				
74 Brantford	76	25 00	.....	.....
75 Guelph	42	50 00	50 00	.....
76 Hamilton	242	50 00	25 00	121 00
77 Kingston	60	25 00	25 00	16 75
78 London	176	50 00	.....	92 50
79 Ottawa	250	50 00	50 00	33 50
80 Peterborough	86	25 00	25 00	43 00
81 St. Catharines	30	25 00	25 00	.....
82 Toronto	1,137	.....	.....	91 00
83 Windsor and Walkerville	70	25 00	25 00	17 25
Totals, 1912	9,913	3,800 00	2,100 78	1,961 10
Totals, 1911	.....	3,475 00	2,170 00	2,099 70
Increases	.....	325 00	.....	.....
Decreases	.....	.....	69 22	138 60

INSTITUTES—Concluded

STATEMENT—Concluded

	Receipts—Continued		Expenditure				
	Balances and other sources	Total Receipts	Printing, Postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous	Total Expenditure	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
50	85 92	157 17	7 90	1 35	55 45	64 70	92 47
51	117 09	314 09	11 39	.....	110 75	122 14	191 95
52	57 98	145 98	5 14	75 00	24 05	104 19	41 79
53	32 28	57 28	19 15	.....	31 88	51 03	6 25
54	96 58	146 58	4 00	.....	26 62	30 62	115 96
55	147 94	147 94	8 45	.....	12 70	21 15	126 79
56	74 70	174 70	8 75	6 00	34 40	49 15	125 55
57	1 28	51 28	7 08	.....	37 00	44 08	7 20
58	102 85	177 85	9 70	1 85	42 45	54 00	123 85
59	111 58	182 33	12 75	.....	46 65	59 40	122 93
60	22 90	80 15	8 00	25 00	42 00	75 00	5 15
61	128 87	154 62	9 35	63 25	73 49	146 09	8 53
62	79 65	79 65	15 00	.....	17 00	32 00	47 65
63	113 75	213 75	17 70	.....	111 50	129 20	84 55
64	61 11	84 61	11 71	.....	20 00	31 71	52 90
65	326 90	465 90	.....	77 00	43 25	120 25	345 65
66	289 94	538 94	47 01	.....	226 56	273 57	265 37
67	175 75	266 53	14 42	14 25	117 45	146 12	120 41
68	134 51	207 01	9 20	77 75	36 35	123 30	83 71
69	110 23	160 23	7 49	.....	83 65	91 14	69 09
70	115 42	189 17	12 25	33 00	65 75	111 00	78 17
71	186 97	231 47	38 33	21 25	18 95	78 53	152 94
72	151 50	232 25	24 99	6 00	19 55	50 54	181 71
73	1,257 86	2,726 36	1,882 81	.....	541 67	2,424 48	301 88
74	105 22	130 22	5 38	.....	41 47	46 85	83 37
75	19 59	119 59	21	22 40	19 39	42 00	77 59
76	174 26	370 26	20 48	.....	206 25	226 73	143 53
77	53 86	120 61	8 20	28 64	39 25	76 09	44 52
78	108 01	250 51	7 56	.....	122 85	130 41	120 10
79	1,473 01	1,606 51	76 39	.....	693 25	769 64	836 87
80	228 07	321 07	7 50	66 40	28 30	102 20	218 87
81	85 10	135 10	34	40 75	27 13	68 22	66 88
82	2,160 73	2,251 73	11 96	39 04	61 50	112 50	2,139 23
83	68 20	135 45	35 75	7 80	53 00	96 55	38 90
	14,258 82	22,120 70	3,086 73	1,359 24	5,674 92	10,120 89	11,999 81
	12,688 30	20,433 00	2,284 66	836 68	6,225 79	9,347 13	11,085 87
	1,570 52	1,687 70	802 07	522 56	.....	773 76	913 94
	.....	.....	.....	.....	550 87	.....	.....

APPENDIX C

ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1913

Collegiate Institutes	Examined	Passed
Barrie	83	56
Berlin	172	147
Brantford	223	156
Brockville	130	103
Chatham	159	91
Clinton	68	37
Cobourg	102	73
Collingwood	106	68
Fort William	89	84
Galt	175	148
Goderich	89	64
Guelph	120	104
Hamilton	568	423
Ingersoll	81	47
Kingston	197	142
Lindsay	108	79
London	395	335
Morrisburg	74	38
Napanee	112	62
Niagara Falls	104	71
Orillia	115	81
Ottawa	700	513
Owen Sound	192	131
Perth	103	62
Peterborough	199	145
Picton	101	74
Port Arthur	83	68
Renfrew	102	71
Ridgetown	67	37
St. Catharines	131	105
St. Mary's	91	56
St. Thomas	120	106
Sarnia	157	91
Seaforth	66	45
Smith's Falls	101	55
Stratford	166	132
Strathroy	120	83
Toronto, Harbord	354	266
Toronto, Humberside	147	99
Toronto, Jarvis	265	164
Toronto, Parkdale	300	245
Vankleek Hill	81	42
Windsor	144	128
Woodstock	117	60
Totals	7,177	5,187
High Schools		
Alexandria	78	52
Almonte	40	26
Arnprior	59	44
Arthur	57	28
Athens	92	45
Aurora	50	22
Aylmer	82	55
Beamsville	44	29
Belleville	92	82
Bowmanville	53	31
Bradford	34	21
Brampton	100	62
Brighton	46	37
Caledonia	52	29
Campbellford	60	46
Carleton Place	54	44
Cayuga	47	21
Chesley	70	50
Colborne	26	20
Cornwall	131	77
Deseronto	37	31
Dundas	81	50
Dunnville	76	47
Dutton	53	33
Elora	51	31
Essex	74	44
Fergus	69	28
Forest	60	30
Gananoque	49	27
Georgetown	45	31
Glencoe	59	34
Gravenhurst	45	24
Grimsby	51	37
Hagersville	40	16
Haileybury	40	29
Harriston	29	19
Hawkesbury	21	11
Iroquois	71	24
Kemptville	57	36
Kenora	39	35
Kincardine	80	37
Leamington	71	46
Listowel	48	37
Lucan	87	60
Madoc	61	27
Markham	87	55
Meaford	54	32
Midland	49	36
Mitchell	68	43
Mount Forest	78	51
Newburgh	92	37
Newcastle	22	19
Newmarket	59	49
Niagara	21	15
Niagara Falls South	58	33
North Bay	104	65
Norwood	43	29
Oakville	47	31
Omemee	43	21
Orangeville	61	43
Oshawa	97	56
Paris	68	52
Parkhill	76	53
Pembroke	127	69
Penetanguishene	30	24
Petrolea	68	44

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1913—Continued

High Schools—Concluded	Examined	Passed
Plantagenet	45	24
Port Dover	26	18
Port Elgin	50	30
Port Hope	71	57
Port Perry	38	26
Port Rowan	25	18
Prescott	63	37
Richmond Hill	29	24
Rockland	15	13
Sault Ste. Marie	105	83
Simcoe	69	53
Smithville	15	8
Stirling	41	31
Streetsville	22	12
Sudbury	57	24
Sydenham	54	27
Thorold	29	25
Tillsonburg	55	34
Toronto, Commerce and Finance	204	157
Toronto, Malvern	108	69
Toronto, North	38	29
Toronto, Oakwood	137	120
Toronto, Riverdale	189	147
Toronto, Technical	48	35
Trenton	51	33
Uxbridge	62	45
Vienna	32	22
Walkerton	54	30
Wardsville	24	13
Waterdown	26	19
Waterford	47	34
Watford	47	37
Welland	54	37
Weston	78	57
Whitby	57	32
Wiarton	45	30
Williamstown	36	14
Wingham	81	57
Totals	6,240	4,063
Other Places		
Aberfoyle	38	21
Abingdon	15	11
Acton	31	19
Alliston	54	25
Alvinston	50	34
Ameliasburg	35	22
Amherstburg	56	45
Ancaster	36	20
Angus	19	13
Apsley	7	1
Arkona	17	13
Ashton	4	3
Aultsville	21	7
Avonmore	47	25
Ayr	17	14
Ayton	15	5
Bailieboro'	23	16
Bancroft	48	20
Barriefield	32	22
Bath	31	20
Battersea	22	12

Other Places—Continued	Examined	Passed
Bayfield	9	6
Beachburg	42	19
Beaverton	36	20
Beeton	21	11
Belleville, County Centre	100	55
Belle River	20	13
Belmont	42	22
Bethany	17	11
Bethesda	9	4
Billings' Bridge	4	2
Binbrook	12	3
Blackstock	21	15
Blenheim	75	44
Blind River	12	8
Bloomfield	18	16
Blyth	20	17
Bobcaygeon	21	16
Bolton	51	17
Bothwell	15	8
Bowesville	13	8
Bracebridge	89	58
Bridgeburg	26	17
Brigden	33	21
Bruce Mines	38	13
Brussels	61	41
Burford	34	18
Burgessville	15	11
Burk's Falls	33	17
Burlington	36	18
Burritt's Rapids	7	5
Byng Inlet	10	1
Caledon	35	15
Cannington	35	23
Cardinal	34	14
Cargill	28	17
Carp	28	21
Castleton	7	6
Cataraqui	14	9
Chapleau	18	9
Chatsworth	51	24
Chesterville	58	18
Claremont	25	16
Clifford	17	16
Cobalt	29	15
Cobden	63	16
Coboconk	14	6
Cochrane	10	3
Coldwater	22	15
Comber	28	12
Cookstown	24	7
Copper Cliff	15	14
Courtright	36	16
Crediton	16	7
Creemore	31	10
Crosshill	18	15
Cumberland	27	17
Dalkeith	20	7
Dashwood	16	5
Delhi	29	18
Delta	44	20
Denbigh	7	1
Dickinson's Landing	33	14
Dorchester Station	53	31

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1913—Continued

Other Places—Continued	Examined	Passed	Other Places—Continued	Examined	Passed
Drayton	23	11	Kilmaurs	9	5
Dresden	34	21	Kimberley	20	5
Dromore	9	6	King	11	8
Drumbo	21	5	Kingsville	31	23
Dryden	15	10	Kinmount	12	3
Dundalk	59	30	Kintail	30	22
Dungannon	27	15	Kirkfield	28	13
Durham	58	46	Kleinburg	15	12
Eastview	18	8	Lakefield	60	34
Easton's Corners	10	8	Lanark	65	40
Echo Bay	20	9	Laneaster	14	6
Edgar	8	5	Lansdowne	24	12
Eganville	88	57	Latchford	4	2
Elmira	31	21	Laurel	22	11
Elmvale	46	19	Lion's Head	19	5
Embro	30	12	Little Britain	19	15
Embrun	7	7	Little Current	24	11
Emo	19	6	London East	124	86
Englehart	18	5	Loring	5	1
Ennismore	19	11	Lucknow	23	16
Erin	40	23	Macdonald Consolidated	30	16
Exeter	50	34	Magnetewan	16	5
Fenelon Falls	36	21	Manitowaning	10	6
Fenwick	19	14	Manley	16	7
Feversham	18	11	Manotick	12	7
Finch	40	24	Maple	6	5
Fingal	61	48	Markdale	38	22
Flesherton	30	17	Marmora	30	15
Florence	24	10	Marshville	29	12
Fonthill	12	10	Marsville	5	3
Fordwich	13	10	Massey	14	12
Fort Frances	20	12	Matheson	5	0
Fournier	28	11	Mattawa	25	15
Galetta	28	25	Maxville	18	7
Glen Allan	6	6	Medina	16	6
Gore Bay	48	30	Melbourne	38	31
Grand Valley	44	30	Merivale	6	3
Hall's Bridge	6	4	Merlin	28	12
Hamilton, County Centre	23	10	Merrickville	28	18
Hanover	25	17	Merritton	62	50
Harrington	11	9	Metcalfe	36	15
Harrow	22	15	Michipicoten Harbour	4	4
Harrowsmith	30	11	Mildmay	18	14
Hastings	28	21	Millbrook	22	17
Havelock	26	17	Milton	69	31
Hawkestone	21	8	Milverton	107	67
Hensall	18	15	Mimico	32	22
Hepworth	16	12	Minden	25	17
Highgate	33	19	Minesing	17	3
Hillsdale	12	5	Moorefield	31	18
Horning's Mills	18	14	Moose Creek	28	12
Huntsville	47	25	Morewood	17	8
Innerkip	16	8	Mount Albert	20	14
Ivy	17	10	Mount Elgin	24	18
Janetville	6	3	Mount Hope	20	11
Jarvis	23	11	Mount Pleasant	20	12
Jasper	17	9	Mount St. Patrick	24	10
Jockvale	10	9	Mountain	31	11
Kars	13	7	Mountain Grove	19	6
Keene	31	14	Neustadt	6	5
Keewatin	10	8	Newboro	53	22
Kenmore	7	5	New Hamburg	25	24

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1913—Concluded

Other Places—Continued	Examined	Passed
Newington	16	11
New Liskeard	47	20
Nipigon	5	5
Nobleton	9	5
North Augusta	18	14
North Gower	23	11
North Lancaster	17	7
Norwich	35	23
Oakwood	24	11
Oil Springs	37	25
Orono	24	16
Osgoode Station	9	4
Ohsweken	8	6
Otterville	10	10
Paisley	33	16
Pakenham	23	17
Palmerston	51	33
Parry Sound	53	29
Pelee Island	10	6
Pickering	17	10
Plattsville	38	18
Port Colborne	45	29
Port Credit	29	22
Port Stanley	13	7
Powassan	48	25
Priceville	23	9
Princeton	23	9
Queensville	14	6
Rainy River	20	14
Ramsayville	14	9
Randwick	6	3
Richard's Landing	12	5
Richmond	24	7
Ridgeway	36	21
Ripley	61	34
Rockton	20	12
Rockwood	26	15
Rodney	17	12
Rosemont	17	4
Roseneath	17	13
Russell	23	16
St. George	27	16
St. Helen's	21	11
Sandwich	57	23
Schomberg	24	11
Scotland	16	8
Schreiber	12	6
Selkirk	37	10
Sharbot Lake	25	15
Shelburne	62	34
Solina	21	13
Southampton	16	7
South Indian	13	7
South Mountain	33	4
South River	30	5
Sparta	16	5
Spencerville	23	11
Springfield	18	7
Stayner	41	16
Steelton	34	21
Stittsville	3	2
Stony Creek	30	18

Other Places—Concluded	Examined	Passed
Stouffville	18	10
Strabane	25	12
Stroud	35	21
Sturgeon Falls	39	10
Sunderland	27	13
Sutton	24	14
Tamworth	27	12
Tara	50	29
Tavistock	25	9
Teeswater	54	37
Thamesford	18	8
Thamesville	43	15
Thedford	11	4
Thessalon	42	23
Thornbury	54	30
Thorndale	38	23
Tilbury	25	13
Tiverton	26	18
Toronto, De La Salle Institute	115	103
Toronto, St. Joseph's Convent	124	103
Tottenham	32	17
Tweed	39	19
Uptergrove	34	22
Varna	5	5
Vernon	8	6
Victoria Harbour	16	6
Victoria Mines	15	7
Wallaceburg	63	41
Warkworth	25	20
Waubaushene	15	7
Webbwood	13	6
Wellandport	15	5
Wellington	32	21
Westboro'	30	19
West Lorne	29	20
Westport	31	14
Whitevale	13	7
Whitney	1	1
Wilkesport	13	2
Willowdale	23	15
Winchester	53	24
Winona	26	21
Wolfe Island	38	19
Woodbridge	24	16
Woodville	21	15
Wroxeter	39	12
Wyoming	42	21
Yarmouth Heights	51	19
Zephyr	12	9
Zurich	19	9
Totals	8,796	4,968

SUMMARY

Collegiate Institutes	7,177	5,187
High Schools	6,240	4,063
Other Places	8,796	4,968
Grand Totals, 1913	22,213	14,218
Grand Totals, 1912	22,679	13,977
Increase	.....	241
Decrease	466	.....

APPENDIX D

JUNIOR PUBLIC SCHOOL GRADUATION DIPLOMA EXAMINATION, 1913

Centre	Examined	Passed	Centre	Examined	Passed	Centre	Examined	Passed
Alvinston	1	1	Glencoe	5	2	Priceville	4	.....
Aylmer	7	4	Goderich	1	1	Renfrew	2	2
Ayton	3	1	Hall's Bridge	3	2	Schomberg	17	6
Bayfield	5	4	Hensall	4	3	Schreiber	5	5
Blenheim	6	2	Highgate	8	6	Simcoe	2	1
Bolton	7	3	Ingersoll	2	1	Sparta	2	0
Bracebridge	11	9	Kingsville	7	6	Strathroy	3	3
Brigden	5	2	Kintail	5	4	Sturgeon Falls	1	.....
Bridgeburg	3	.....	Lindsay	3	2	Thamesville	10	2
Burford	10	8	London East	20	12	Thessalon	2	2
Cannington	10	6	Mattawa	2	1	Tiverton	3	2
Chatham	2	1	Melbourne	1	1	Waubaushene	7	5
Cookstown	2	1	Merritton	2	2	West Lorne	2	.....
Courtright	7	3	Milverton	4	3	Woodstock	2	2
Drumbo	3	3	Minden	2	2	Wroxeter	3	2
Dryden	5	2	Orillia	4	2	Yarmouth Hgts.	6	4
Emo	3	.....	Ottawa	96	30			
Englehart	3	1	Parkhill	2	1	Totals, 1913.	358	182
Fingal	4	3	Parry Sound	4	3	Totals, 1912.	474	245
Florence	10	5	Powassan	5	3			
						Decreases	116	63

APPENDIX E

RURAL SCHOOL LIBRARIES, OCT. 1st, 1912, TO OCT. 1st, 1913

Inspectorate	No. of schools purchasing books to the amount of $10.00 during the year	Total amount expended in such schools during the year for books recommended	Total Government grant	No. of rural public school libraries in inspectorate	No. of libraries established during year
		$ c.	$ c.		
Algoma	4	65 66	35 67	41	3
Brant, etc	8	149 27	78 61	78	.....
Bruce, East	34	984 06	326 73	82	16
Bruce, West	15	194 31	124 79	83	.....
Carleton, East	7	111 68	74 50	74	.....
Carleton, West, and Lanark, East	18	265 22	168 32	62	2
Dufferin	15	223 00	128 60	73	6
Dundas	23	312 28	184 92	75	.....
Elgin, East	42	499 53	315 69	75	.....
Elgin, West	14	183 99	113 11	29	3
Essex,	26	321 84	214 59	92	.....
Frontenac, North, and Addington	6	63 08	44 14	67	2
Frontenac, South	7	93 62	59 62	89	.....
Glengarry	2	30 00	17 00	62	2
Grey, East	13	201 05	115 15	71	2
Grey, South	21	258 21	173 69	66	.....
Grey, West	25	326 02	209 38	70	.....
Haldimand	20	266 33	162 27	70	1
Haliburton and Muskoka East	5	58 36	40 80	76	3
Halton, etc	9	132 64	77 73	57	.....
Hastings, Centre	11	133 48	91 23	73	.....
Hastings, North, South Nipissing and S. E. Parry Sound	10	138 11	82 71	83	.....
Hastings, South	15	171 72	118 37	49	2
Huron, East	24	372 67	230 19	73	7
Huron, West	4	44 94	31 45	99	.....

RURAL SCHOOL LIBRARIES, OCT. 1st, 1912, TO OCT. 1st, 1913—Concluded

Inspectorate	No. of schools purchasing books to the amount of $10.00 during the year	Total amount expended in such schools during the yearforbooks recommended	Government grant	No. of rural public school libraries in inspectorate	No. oflibraries established during year
		$ c.	$ c.		
Kenora and Thunder Bay West.	1	20 00	10 00	16	1
Kent, East.....	18	245 84	149 18	70	5
Kent, West.....	9	119 29	72 52	62	.....
Lambton, East	7	97 44	60 96	84	1
Lambton, West	19	221 79	152 32	80	2
Lanark, West	11	116 76	81 72	61	9
Leeds and Grenville No. 1.....	4	69 55	35 58	75	.....
Leeds and Grenville No. 2.....	14	151 40	101 98	78	1
Leeds and Grenville No. 3.....	3	34 00	23 77	66	.....
Lennox	1	12 02	8 41	67	.....
Lincoln and Pelham Tp.....	22	373 82	198 29	77	1
Middlesex, East.....	12	130 76	87 52	98	1
Middlesex, West	6	75 76	53 03	78	2
Muskoka, South and West.....	20	241 82	165 40	84	1
Norfolk	3	33 55	23 48	82	.....
Northumberland and Durham, No 1.	18	202 30	138 66	64	1
Northumberland and Durham, No. 2.	13	146 99	99 58	65	2
Northumberland and Durham, No. 3.	7	128 57	64 43	59	2
Ontario, North, and N.E. Parry Sound	7	102 14	60 45	70	1
Ontario, South	19	258 65	164 48	62	.....
Oxford, North.....	16	240 82	137 71	55	3
Oxford, South.....	3	40 60	24 42	48	.....
Parry Sound, South.....	3	44 68	27 38	70	.....
Peel.....	11	124 74	83 29	70	2
Perth, North.....	11	123 15	84 50	68	1
Perth, South	8	138 76	69 18	44	1
Peterborough, East.....	16	173 28	117 29	71	.....
Peterborough, West, and Victoria, E.	15	269 35	138 35	44	9
Prescott and Russell.....	7	92 51	52 63	83	.....
Prince Edward.....	4	50 35	34 04	73	.....
Rainy River and Thunder Bay E., etc.	8	130 00	71 00	61	4
Renfrew, North.....	4	67 89	40 00	73	.....
Renfrew, South.....	12	229 48	114 24	77	5
Simcoe, East.....	7	134 84	64 21	53	2
Simcoe, North	27	292 95	204 53	61	2
Simcoe, South West.....	20	271 12	174 21	46	5
Stormont	4	76 10	37 85	75	.....
Sudbury, North Nipissing and N. W. Parry Sound.....	4	94 85	37 00	35	1
*Timiskaming.....	.....	.....	.....	18	1
Victoria, West	12	147 04	100 73	72	.....
Waterloo No. 1.....	5	54 55	37 18	30	.....
Waterloo No. 2.....	6	79 46	49 95	41	.....
Welland	11	127 35	84 75	51	5
Wellington, North	9	146 25	80 00	40	3
Wellington, South	23	297 17	187 38	66	.....
Wentworth	27	532 02	257 02	64	.....
York, North.....	36	431 00	283 84	73	1
York, South.....	10	114 21	78 15	64	4
Roman Catholic Separate Schools:					
Inspector Finn	4	42 63	40 00	22	.....
" Jones.....	2	22 62	20 00	10	.....
" O'Brien.....	10	133 02	100 00	46	1
" Power.....	1	10 95	10 00	1	.....
" Sullivan	4	52 50	40 00	30	.....
Totals, 1912-1913.....	932	13,169 76	7,851 85	4,902	129
Totals, 1911-1912.....	1,283	17,763 34	8,240 51	4,707	232
Increase.....	.....	.....	.....	195	.....
Decreases.....	351	4,593 58	388 66	.....	103

*No report

APPEN-

FIFTH CLASSES,

Inspectorate		Name of School (In the case of rural schools the section number and the name of the township are given)	Post Office
Brant	1	8 Burford	Burford
Bruce, East	2	14 Carrick	Mildmay
	3	1 Eastnor	Eastnor
Bruce, West	4	Tiverton,	Tiverton
Dundas	5	1 Mountain	South Mountain
	6	22 Mountain	Mountain
	7	4 Winchester	Ormond
Elgin, East	8	18 Bayham	Eden
	9	18 Malahide	Aylmer
	10	7 Yarmouth	Sparta
	11	8 Yarmouth	Union
	12	27 Yarmouth	Belmont
Essex, South	13	Kingsville	Kingsville
Grey, East	14	3 Euphrasia	Kimberley
	15	U. 12 Artemesia	Priceville
	16	1 Osprey	Badjeros
Haliburton	17	1 Anson	Minden
Hastings North, Parry Sound South-East, etc.	18	Sundridge	Sundridge
Hastings, South	19	11 Sidney	Frankford
Huron, West	20	Hensall	Hensall
	21	U. 16 Stephen	Dashwood
	22	7 Hay	Zurich
	23	U. 8 Ashfield	Dungannon
	24	12 Ashfield	Laurier
	25	U. 4 Ashfield	Lochalsh
	26	Bayfield	Bayfield
Kenora	27	Dryden	Dryden
Kent, East	28	3 and 4 Orford	Duart
	29	10 Howard	Selton
Lambton, East	30	5 Euphemia	Florence
Lambton, West	31	Courtright	Courtright
	32	11 Moore	Brigden
Lincoln and Pelham Tp	33	2 Clinton and 3 Louth	Vineland
	34	1 Clinton and 2 Louth	Vineland Station
	35	9 Pelham	Fenwick
Manitoulin, etc	36	Massey	Massey

DIX F

1912-1913

Name of Principal and Degree	Professional Certificate	Annual Salary, 1913	Pupils: No. of Pupils	Pupils: Average Daily Attendance	Grade of Fifth Class: A	Grade of Fifth Class: B	Grade of Fifth Class: C	Total Value of Approved Equipment	Legislative Grant
	Teachers								
		$						$ c.	$ c.
1 Wm. R. Smillie	II	850	11	10	1	....	....	453 65	157 44
2 John Thomas Kidd	II	900	4	3	....	....	1	238 46	101 40
3 Lauretta M. Cumming	II	600	5	4	....	....	1	93 06	31 40
4 L. A. Smillie	II	650	7	4	....	....	1	128 87	83 49
5 Sybil Smillie	II	675	5	3	....	1	....	108 48	64 92
6 Esther Bates	II	650	16	11	1	....	....	448 55	97 21
7 Margaret P. Chester	II	650	5	4	1	....	....	158 83	74 46
8 Violet Bennett	II	625	4	3	1	....	....	150 97	66 59
9 Lillie M. Bearss	II	525	3	2	....	....	1	85 42	27 70
10 Austin Ryan	II	650	6	4	1	....	....	181 65	83 75
11 Margaret Patterson	II	600	3	2	....	....	1	92 70	31 96
12 Emma Cline	II	600	3	2	....	....	1	72 55	30 62
13 W. J. Elliott	I	1,150	14	11	1	....	....	299 00	232 65
14 Joshua H. Johnston	II	700	16	10	1	....	....	195 62	99 33
15 Jno. Lorne McDonald	II	700	7	5	1	....	....	180 00	83 60
16 Sarah Spratt	II	600	3	2	....	....	1	94 72	31 56
17 A. S. McGregor	II	650	10	7	....	1	....	228 52	68 94
18 W. G. Alston	II	700	5	3	1	....	....	136 70	244 48
19 John M. Bell	II	800	11	10	1	....	....	399 12	144 67
20 Wm. MacKay	II	850	7	6	1	....	....	236 27	167 31
21 George W. Shore	II	950	18	15	1	....	....	336 50	176 84
22 Andrew W. Archibald	I	750	12	10	....	1	....	142 00	113 24
23 Frederick Ross	II	800	7	5	....	1	....	135 09	85 27
24 Chas. J. MacGregor	II	575	4	4	....	....	1	213 49	40 43
25 Dean T. McLeod	II	600	6	5	....	....	1	33 90	25 78
26 Jessie L. Linklater	I	600	6	5	....	1	....	65 70	66 80
27 Edgar Eade	II	1,000	12	9	1	....	....	80 40	333 52
28 Annie M. Blue	II	600	7	5	....	1	....	178 38	50 19
29 Olive Sterling	II	550	3	2	....	....	1	120 34	34 58
30 Jessie Kelso	I	700	17	13	1	....	....	195 51	108 82
31 A. W. Kelly	II	850	8	7	....	1	....	141 18	136 90
32 W. E. Jarrott	II	875	16	13	1	....	....	235 00	138 70
33 George W. Clark	II	700	7	6	....	1	....	275 19	65 42
34 F. J. Newhouse	II	800	8	7	....	1	....	365 00	124 92
35 E. W. Farr	II	800	5	4	....	1	....	144 27	93 26
36 W. S. Steele	I	1,100	6	5	1	....	....	474 87	490 12

FIFTH CLASSES,

Inspectorate		Name of School (In the case of rural schools, the section number and the name of the township are given)	Post Office
Middlesex, East	37	2 Delaware	Delaware
	38	17 London	Hyde Park Corner
Middlesex, West	39	15 Caradoc	Mount Brydges
Norfolk	40	Delhi	Delhi
	41	6 Charlotteville	Vittoria
	42	10 Houghton	Kinglake
Northumberland and Durham, No. 1.	43	20 Darlington	Solina
Ontario North & Parry Sound N. E.	44	U. 4 Brock	Manilla
	45	5 Scott	Zephyr
	46	1 Nipissing	Nipissing
	47	U. 1 McConkey and Wilson.	Loring
Ontario, South	48	4 (West) Pickering	Pickering
Oxford, North	49	U. 8 Blandford & 4 Blenheim	Bright
	50	10 E. Zorra	Innerkip
	51	U. 5 and 1 E. Nissouri, etc.	Thamesford
Parry Sound	52	U. 1 Chapman	Magnetawan
Peel	53	Bolton	Bolton
Perth, North	54	Milverton	Milverton
	55	10 Elma	Atwood
	56	U. 6 Logan	Monkton
	57	3 Mornington	Millbank
	58	11 Logan	Monkton
	59	8 Mornington	Millbank
	60	U. 20 Mornington	Dorking
Prescott and Russell	61	3 Cumberland	Navan
	62	4 Cumberland	Bear Brook
	63	5 Cumberland	Cumberland
Rainy River, Thunder Bay E., etc.	64	Rainy River	Rainy River
	65	5 Lash	Emo
	66	1 Chapleau	Chapleau
	67	1 Schreiber	Schreiber
Renfrew, North	68	7 Westmeath	Beachburg
Simcoe, East	69	Victoria Harbour	Victoria Harbour
	70	12 Tay	Waubaushene
Simcoe North	71	6 Flos	Phelpston
Sudbury, etc	72	3 Denison, Drury & Graham.	Mond
Victoria, West	73	U. 1 Bexley & Somerville	Coboconk
	74	8 Mariposa	Little Britain
	75	Woodville	Woodville
Waterloo, North	76	16 Wellesley	Wellesley

1912-1913—Continued

Name of Principal and Degree	Teachers: Professional Certificate	Teachers: Annual Salary, 1913	Pupils: No. of Pupils	Pupils: Average Daily Attendance	Grade of Fifth Class: A	Grade of Fifth Class: B	Grade of Fifth Class: C	Total Value of Approved Equipment	Legislative Grant
		$						$ c.	$ c.
37 Esther Heatly	II	600	7	5	....	1	....	107 45	43 45
38 Elsie Fox	II	600	9	7	....	1	....	62 77	39 21
39 Ella M. McDougal	II	500	4	3	....	1	....	103 44	38 32
40 Clarence B Price	II	800	8	6	1	....	....	350 57	167 39
41 Johnston E. Kidd	II	700	3	2	....	1	....	61 05	67 54
42 George Priddle	II	575	5	3	....	....	1	55 19	27 44
43 R. J. McKessock	II	600	3	2	....	....	1	133 31	35 83
44 Bella Shannon	II	650	10	9	....	1	....	74 13	54 54
45 J. W. Rynard	II	700	5	4	....	1	....	109 21	65 00
46 Evelyn Trenouth	II	700	5	4	....	....	1	62 55	102 12
47 Geo. A. Hallett	II	850	6	4	....	1	....	133 58	205 86
48 Wm. H. Tench	I	750	14	11	1	....	....	156 69	109 88
49 M. Walton	II	750	6	5	....	1	....	204 09	95 38
50 J. H. Fitchett	II	750	5	4	1	....	....	312 28	124 66
51 Ed. Winbold	I	750	10	7	1	....	....	316 72	117 96
52 Lettie Schwandt	II	700	3	2	....	1	....	195 45	160 64
53 P. O. Nelson	II	750	15	13	1	....	....	538 84	171 36
54 Norman R. Boyce	II	850	14	10	1	....	....	241 46	167 81
55 Thos. G. Ratcliffe	II	650	13	6	....	1	....	74 50	54 58
56 Milton McGregor	II	700	6	4	....	1	....	94 82	70 76
57 George A. Smith	II	800	6	4	....	1	....	82 12	89 50
58 Eliza Gordon	II	600	5	3	....	....	1	64 10	29 84
59 Anna C. M. Ross	II	600	5	4	....	....	1	65 90	28 46
60 Enid M. Bennett	II	550	3	2	....	....	1	70 81	29 29
61 Edna J. Johnston	II	700	4	2	....	1	....	57 94	63 69
62 G. Luther Sells	II	700	4	3	....	1	....	74 60	65 27
63 Anna McEwan	II	550	7	5	....	1	....	132 13	42 83
64 Emerson Snyder	I	1,300	18	11	....	1	....	339 76	320 10
65 John G. Graham	II	800	5	3	....	1	....	105 41	193 40
66 Ida M. Mara	I	1,200	5	3	1	....	....	370 48	419 16
67 Geo. A. Evans	III	1,200	12	9	....	1	....	142 80	207 62
68 H. S. Montgomery	II	750	5	2	....	1	....	211 94	96 13
69 John A. Gillespie	II	900	15	9	1	....	....	182 86	176 49
70 Wm. McKaughan	II	850	7	6	1	....	....	169 00	132 43
71 John Hall	II	600	4	3	....	....	1	149 30	37 93
72 Angus W. Cameron	II	900	6	4	1	....	....	386 65	340 12
73 T. C. Birchard	II	675	8	4	....	1	....	139 11	65 71
74 C. H. Lapp	II	750	5	4	....	1	....	144 75	82 62
75 Lily J. Westlake	II	600	6	3	....	1	....	154 39	81 16
76 James Kerr	II	750	9	8	1	....	....	81 60	102 75

FIFTH CLASSES,

Inspectorate		Name of School (In the case of rural schools the section number and the name of the township are given)	Post Office
Waterloo, South	77	13 Wilmot	Baden
	78	Hespeler	Hespeler
Welland	79	9 Bertie	Stevensville
	80	Fort Erie	Fort Erie
Wellington, North	81	2 Peel	Glen Allan
Wellington, South	82	5 Eramosa	Shiloh
	83	6 Erin	Hillsburg
	84	Macdonald Consolidated	Guelph
Wentworth	85	3 Barton	Chedoke
	86	5 Beverly	Troy
	87	1 Saltfleet	Winona
	88	3 Saltfleet	Stony Creek
York, North	89	Woodbridge	Woodbridge
	90	6 Vaughan	Maple
	91	17 Vaughan	Kleinburg
	92	2 King	King
	93	15 King	Lloydtown
	94	19 King	Nobleton
	95	11 King	Kettleby
	96	23 King	King
	97	12 Whitchurch	Bethesda
R. C. Separate Schools—			
Inspector Sullivan	98	5 Sombra	Port Lambton
	99	7 Sandwich, South	Maidstone
	100	5 Raleigh	Doyle's
	101	Wallaceburg	Wallaceburg
Inspector Jones	102	10 Lancaster	Dalhousie Station, P. Q.
	103	16 Cornwall	St. Andrews West
Inspector Finn	104	7 Bromley	Douglas
	105	Mattawa	Mattawa
Totals			

1912-1913—Concluded

	Teachers			Pupils		Grade of Fifth Class				
Name of Principal and Degree	Professional Certificate	Annual Salary, 1913		No. of Pupils	Average Daily Attendance	A	B	C	Total Value of Approved Equipment	Legislative Grant
		$							$ c.	$ c.
77 Enoch Eley	II	850		4	3	1	....	....	160 88	131 65
78 James D. Ramsay	II	1,300		4	2	1	....	....	323 94	214 93
79 Albert A. McIntyre	II	700		4	3	....	1	....	77 45	69 11
80 Thos. Melvin Dodds	II	800		3	2	1	....	....	163 29	150 07
81 Evelyn M. Kerfoot	I	650		4	3	....	....	1	176 07	64 22
82 Annie Freure	II	500		3	2	....	....	1	87 00	27 26
83 Margaret Semple	II	650		3	2	....	1	....	147 21	54 36
84 John A. Macdonald	I	1,000		6	4	1	....	....	373 72	203 75
85 Edith F. Dunlop	II	750		4	3	1	....	....	301 57	99 70
86 John Hay	II	800		7	5	1	....	....	195 57	127 82
87 W. B. Johnston, B.A	II	1,000		7	4	1	....	....	162 60	160 32
88 Edith B. Walker	I	750		10	8	1	....	....	215 72	117 87
89 Walter Scott	II	700		9	5	1	....	....	217 96	115 71
90 Cyrus M. Rowe	II	700		5	3	1	....	....	138 86	86 82
91 Annie McClure	II	600		5	3	....	1	....	126 84	45 30
92 John R. Miller	II	650		4	2	....	1	....	155 35	58 69
93 Ruby J. Kilty	I	650		8	5	....	1	....	140 69	63 23
94 Ada V. Neelands	II	650		3	2	....	1	....	146 48	54 28
95 Edgar Hollingshead	II	600		3	2	....	....	1	96 30	31 71
96 Walter Rolling	II	650		5	4	....	....	1	149 38	52 18
97 Isaac Pike	II	650		5	2	....	....	1	100 11	40 38
98 Josephine Kennedy	II	550		3	2	....	....	1	132 76	34 52
99 Nellie Moynihan	I	550		5	2	....	....	1	156 03	37 47
100 Delia Yott	II	600		4	3	....	....	1	187 03	42 45
101 Mother M. Stella	II	475		7	6	....	1	....	471 72	69 22
102 Sr. M. Jerome	I	500		8	4	....	1	....	55 44	45 54
103 Sr. St. Rose Anna	II	400		24	18	1	....	....	431 58	69 15
104 Sr. M. Helen	II	500		26	21	1	....	....	511 22	90 46
105 Sr. St. Anaclet	II	600		10	5	1	....	....	341 00	238 20
		*722		770	554	40	40	25	19,577 48	11,128 87 †

* Average salary.

† In addition there was paid on equipment the sum of $300.68 to schools that did not qualify as Fifth Classes in 1912-1913.

APPENDIX G—PROCEEDINGS FOR 1913

INSTRUCTIONS TO INSPECTORS

Revised 1913

(Instructions No. 12)

Apportionment of the Legislative Grant to Rural Public and Separate Schools in the organized Counties of Ontario for the Calendar Year 1913

Under the Department of Education Act of 1909 as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the organized Counties of Ontario will first be divided by the Department of Education between these schools, on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following regulations:

General Instructions

On receipt of this circular, the Public and Separate School Inspectors shall procure from School Boards and County and Township Clerks the data necessary to fill in the official returns on which the ensuing apportionment of the Grant will be made by the Department of Education and the forms for which will be sent to each Inspector. All such data as above shall be certified by the official concerned. The Inspector shall see that they are properly made out and shall retain them for at least one year as the authority for his official report. The Public Schools Act provides that the Legislative grants for the calendar year shall be payable by the Minister of Education on or before the 1st day of August. It will, accordingly, be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so that he may make his report to the Department of Education *not later than June 22nd.*

Assessments and Sections

(1) The average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township, the total assessed value of the township as fixed by the last made county equalization.

(2) For the above computation:—

(*a*) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(*b*) A union section shall be counted as belonging to the township in which the school building is situated, and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, section 79).

(*c*) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

SCHEME OF APPORTIONMENT

The total yearly apportionment to each school, *not including Continuation Schools,** shall be the sum of the grants to which it is entitled under the following regulations:

*NOTE.—The name "Continuation School" is applied, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

I. Fixed Grants

Where the average section assessment of the township, as defined above, is less than $30,000.00, each school shall receive a fixed grant of $30.00; where it is at least $30,000.00 and less than $40,000.00, the fixed grant shall be $25.00; and where it is at least $40,000.00 and less than $50,000.00, it shall be $20.00. Where it is $50,000.00 or more there shall be no fixed grant.

II. Grants on Salaries

(1) Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to maximum of $600.00 salary in the case of each teacher, the computation beginning as follows:

(*a*) At $150.00 for a principal teacher and at $100.00 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than $30,000.00;

(*b*) At $200.00 for a principal and at $150.00 for each assistant where said assessment is at least $30,000.00 and less than $40,000.00;

(*c*) At $250.00 for a principal and at $150.00 for each assistant where said assessment is at least $40,000.00 and less than $60,000.00;

(*d*) At $350.00 for a principal and at $250.00 for each assistant in the case of all other assessments.

(2) Where the teacher performs all the duties of caretaker the Inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding $25.00 in any one case, and where he performs part of the duties a proportionate amount of $25.00.

III. Grants on the Teachers' Qualifications

The following grants shall be paid on the basis of the grade of the teachers' professional certificate and the length of his successful experience, *the competency of each such teacher being duly attested by the County or Provincial Inspector, as the case may be, of the school for which such grant is claimed.* For teachers employed for the whole academic year the full grant shall be paid in each case, and the grant shall be one-half the amount if the teacher with the certificate has taught for less than a year, but for at least one term.

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July the first next,

(*a*) For a First Class Certificate $40
(*b*) For a Second Class Certificate 25

(2) If said experience shall have been less than five years on the same date,

(*a*) For a Permanent First Class Certificate $30
(*b*) For a Permanent Second Class Certificate 15

NOTE A.—In conformity with the previously announced policy of the Department of Education, the grants heretofore paid on Interim First and Second Class Certificates are withdrawn, the lowest grade of certificate upon which a grant is allowed being now Permanent Second Class.

NOTE B.—Schools which have been in operation for less than the whole academic year, but for at least one term, are to receive a proportionate amount of the grants provided for in I, II and III above.

IV. Pro Rata Reduction

If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I, II and III above, the Minister may make a pro rata reduction.

V. Grants on Equipment and Accommodations

By section 90 (1) of the Public Schools Act of 1909 each County Council must raise the equivalent of the amount of the Legislative grant apportioned to the County for equipment and the accommodations.

(1) The sum of $60,000, which is included in the amount voted for Rural Public and Separate Schools in the Counties, is apportioned by the Minister as follows:

The total amount apportioned is divided by the total number of teachers in the Rural Public and Separate Schools, not including the teachers of Continuation Schools; and the quotient thus obtained, multiplied by the number of teachers in each inspectorate, gives the Legislative grant payable for the inspectorate.

For this computation each Principal is reckoned as a unit and each assistant as a half if the school has been open for the whole school year; but each Principal shall be reckoned as a half and each assistant as a quarter if the school or the assistant's class, as the case may be, has been open for less than a year but not less than half a year.

(2) The grant to each Inspectorate shall be sub-apportioned by the Inspector in accordance with the instructions of Circular No. 33, 1910, as to the grading of the accommodations; and the items of the equipment provided in each school in accordance with said circular, shall be those on the value of which he will reckon the percentage. The special equipment for Continuation Schools or Fifth Forms shall not be included.

(3) Out of the combined Legislative and County grants, each school shall receive 10 per cent. of the approved value of the equipment up to a maximum grant of $20.00 for each Principal and of $2.50 additional for each assistant.

(4) Out of the combined Legislative and County grants, each school shall receive a grant on the character of its accommodations, the maximum being $30.00 for a one-teacher school, $45.00 for a two-teacher school, and $60.00 for a school with more than two teachers, in accordance with the following scheme:

Grade	One teacher				Two Teachers				Three teachers and over			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Closets	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Water supply	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
School grounds	4 00	3 00	2 00	1 00	5 00	3 75	2 50	1 25	6 00	4 50	3 00	1 50
School buildings	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Class rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Halls	.....	.....	.....	.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75
Cap rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Private rooms	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Desks	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Heating	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Ventilation	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
	30 00	22 50	15 00	7 50	45 00	33 70	22 50	11 30	60 00	45 00	30 00	15 00

(5) When a Union School Section is composed of portions of townships in different counties, the grant to its school from each county shall, as far as practicable, be that fraction of the Legislative grant payable to said school which the assessed value of the portion of the section within the county is of the whole assessed value of the section, according to the equalization made by the assessors, as provided in section 29 of the Public Schools Act of 1909.

(6) When the amount of the Legislative and County grants is insufficient to provide for each school the sums required under the foregoing regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(7) (*a*) *In order that the County Council may be duly notified before its June meeting of the amount it must raise as the equivalent of the Legislative grant on equipment and accommodations, each Inspector shall notify the Minister not later than May 9th of the number of teachers in his Inspectorate reckoned as in* (1) *above.*

(*b*) *When the Inspector has rural Schools in different counties he shall make a separate return for each county.*

VI. Time of Payment of the Grants

The Department of Education Act provides for the payment of the Legislative grant to the counties concerned before August 1st. Said grants shall be forthwith payable to the respective Boards of Rural Public and Separate School Trustees, except the grant on the equipment and the accommodations which, with the equivalent County grant, shall be payable as the Inspector may arrange, but not later than December 1st. If said grants on equipment and accommodations are payable to the Township Treasurer, the Inspector shall notify the County Treasurer of the amount due the Township Treasurer on this account.

VII. Grants to Assisted Schools

The grant to Assisted Schools will be apportioned to the Public and Separate Schools respectively on the report of the Inspector, who shall supply, in a form to be obtained from the Minister, the details necessary to enable him to form a proper judgment as to the merits of each application.

VIII. Special Grant for Rural School Libraries

(1) The special grant in aid of Rural School Libraries will be apportioned amongst the Rural Public and Separate Schools respectively of the whole Province, not including Continuation Schools or Fifth Classes, as an additional percentage on the value of all library books purchased between October 1st, 1912, and October 1st, 1913, provided no school receives more than $10.00, and provided no purchase is less than $10.00. *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

(2) All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require in regard to the purchase of the books, including vouchers from the booksellers.

(3) The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the first day of November.

INSTRUCTIONS TO INSPECTORS

Revised 1913

(Instructions No. 13)

DISTRIBUTION OF THE LEGISLATIVE GRANT

Rural Public and Separate Schools in the Districts of Ontario

Statutory Provisions

The following are the provisions of the Department of Education Act for distributing the Legislative Grant to the Rural Public and Separate Schools in the Districts:

(1) Subject to the Regulations all sums of money appropriated as a general grant for the Rural Public anl Separate Schools shall be apportioned by the Minister amongst such Rural Schools on the basis of the salaries paid to the teachers, the value of the equipment, the character of the accommodations, the grade of the teachers' professional certificates, the length of their successful experience, and the amount of the assessments.

(2) Subject to the Regulations the grants so apportioned to Rural Public and Separate Schools in Provisional Judicial Districts shall be paid to the respective boards of trustees on or before the 1st day of August in each year or in two equal instalments, the first on or before the 1st day of August, and the second on or before the 1st day of December.

(3) Subject to the Regulations all sums of money appropriated for assisted schools shall be apportioned by the Minister, to Public and Separate School Boards in poor rural districts, and to the residents of lumber, mining and other settlements.

General Instructions

The information herein contained is now communicated to the District Inspectors in order that they may procure from School Boards and Township Clerks the data necessary for the official returns on which the distribution will be made by the Minister (the forms for which are sent herewith to each Inspector).

Certification of Returns

All returns from School Boards shall be certified by the Secretary or Secretary-Treasurer; those from the Township Clerks shall be certified by these officials; and said returns shall be retained by the Inspector for at least one year as his authority for his official report.

Payment of the Instalments

The Department of Education Act provides for the payment of the Legislative Grant in two equal instalments on or before the first days of August and December in each year. It will accordingly be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so as to transmit to the Department of Education the official forms completely filled in, *not later than June 22nd.*

Before payment of the second instalment is made the Inspector will, not *later than the 15th day of November*, furnish the Department with a Supple-

mentary Report confirming his June Report or recommending such alterations therein as the situation may then render necessary.

All schools which have been open for less than *four and one-half months* in the first term shall be reported by the Inspector in his November report, and shall be paid the full proportion of the Legislative Grant to which they are entitled, at the time the second instalment is paid, except in special cases where the Inspector is able to report that such schools intend to remain open so as to complete the prescribed time before the opening of the second term, in which case the grant will be included with the first instalment and the cheque sent to the Inspector's care, to be held by him until such time as the schools in question have completed the specified time.

Assessments and Sections

(1) In the case of *organized townships* the average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the average of the total assessed values of the township for the three years next preceding the year of distribution.

(2) For the above computation:—

(*a*) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(*b*) A union section shall be counted as belonging to the township in which the school building is situated and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, sections 29 and 35).

(*c*) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

(3) In the case of *unorganized townships,* the average section assessment hereinafter referred to shall be computed on the average of the total assessed values of the section for three years next preceding the year of distribution.

(4) If, in any year, the assessment of 1909 is reduced in any case, such reduction shall not be recognized by the Department of Education unless satisfactory reasons are submitted, through the Inspector, for said reduction.

SCHEME OF DISTRIBUTION

The Inspector shall give in his June return the total *yearly* apportionment to each school, *not including Continuation Schools,** and the amount due to each shall be the sum of the Grants to which it is entitled under the following regulations:

A proportionate reduction of the total yearly Grant, however, shall be made in respect of those schools which failed to remain open and in effective operation the whole year, and no school shall be entitled to receive a Grant which has been open less than four and one-half months.

The Inspector in proportioning the Grants to such schools as were not open the whole year shall base his calculations on the school year of ten months.

*The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

I. Fixed Grants

When the average section assessment, as defined above, is less than $20,000, each school shall receive a fixed grant of $40; when it is at least $20,000, but less than $30,000, the fixed grant shall be $30; when it is at least $30,000, but less than $40,000, the fixed grant shall be $25; and where it is at least $40,000, but less than $50,000, the fixed grant shall be $20; where it is $50,000 or over, there shall be no fixed grant.

II. Grants Payable on Teachers' Salaries

Each school shall receive 40 per cent. of the amounts paid in teachers' salaries during the calendar year, up to a maximum of $600 salary in the case of each teacher, the computation beginning as follows:

(1) At $100, where the average section assessment, as defined above, is less than $20,000.

(2) At $150 for a Principal and $100 for an assistant where the average section assessment, as defined above, is $20,000 or over.

III. Grants on the Teachers' Qualifications

The following grants shall be paid on the basis of the grades of the teachers' professional certificates and the length of their successful experience; *the competency of each teacher being attested by the Inspector of the school for which such grant is claimed.*

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next:

(*a*) For a Provincial Professional First Class Certificate	$50
(*b*) For a Provincial Professional Second Class Certificate	40
(2) If said experience shall have been less than five years on the same date:	
(*a*) For a Provincial Professional First Class Certificate	$40
(*b*) For a Provincial Professional Second Class Certificate	30
(*c*) For a Professional Third Class (both permanent and limited) or a Provincial Ungraded Permanent Certificate	25
(*d*) For a Professional District Certificate	20

Grants on Equipment and Accommodations

(1)—(*a*) Where the average section assessment, as defined above, is under $20,000, each school shall receive a grant of $30; and where it is at least $20,000 and under $30,000, a grant of $25, said grants to be applied to the improvement of the equipment and accommodations.

(*b*) The above grants for the improvement of equipment and accommodations shall be expended by the School Boards under the advice of the Inspector; and the improvements, with the items of expenditure, shall be reported to him by the School Boards, before August 1st of the year next following the receipt of the grant.

(2) Where the average section assessment as defind above is $30,000 or over, a grant will be made by the Minister to each Inspectorate at the rate of $20.00 for each principal, and $2.50 for each assistant (*not including the teachers of Continuation Schools*) where the school has been in effective operation for at least one term, and the total sum of said grants shall be sub-apportioned by the Inspector

concerned amongst his schools with said assessment on the basis of the value of the equipment and the character of the accommodation in accordance with the following scheme:

(*a*) Each school shall receive 10 per cent. of the approved value of the equipment up to a maximum of $20 for each Principal and $2.50 additional for an assistant; the items of the equipment on which the valuation is made being those prescribed in Circular No. 33, 1907, and provided in the school. *The special equipment for Continuation Schools and Fifth Class shall not be included.*

(*b*) Each school shall receive a grant on the character of its accommodations, the maximum being $30 for a one-teacher school, $15 for a two-teacher school, and $60 for a school with more than two teachers, in accordance with the provisions of Circular No. 33, 1907, in regard to accommodations, and in accordance with the following scheme:

Grade	One teacher				Two teachers				Three teachers and over			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Closets	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Water supply	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
School grounds	4 00	3 00	2 00	1 00	5 00	3 75	2 50	1 25	6 00	4 50	3 00	1 50
School buildings	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Class rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Halls	.....	.....	.....	.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75
Cap rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Private rooms	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Desks	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Heating	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Ventilation	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
	30 00	22 50	15 00	7 50	45 00	33 70	22 50	11 30	60 00	45 00	30 00	15 00

(*c*) When the amount of the Legislative Grant to the inspectorate is insufficient to provide for each school the sums required under the preceding regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(*d*) In order that the Department may apportion the correct amount to each Inspectorate for the grant for equipment and accommodations, each District Inspector shall notify the Minister not later than July 1st of the number of teachers in his Inspectorate reckoned as in (2) above.

(*e*) A return of the total grant on equipment and accommodations as subapportioned by the Inspector to each school shall be made by him to the Department of Education, not later than November 1st, and shall be payable by the Minister not later than December 1st, direct to the School Board.

Grants to Assisted Schools

In accordance with the statutory provisions, further grants will be made to assist special cases of hardship in school sections and in settlements where there

is yet no school organization, for teachers' salaries and for such other purposes as the Minister of Education may deem expedient. Such grants will be made on the report of the Inspector concerned, who shall set forth in full detail on or before the first of November of each year, in a form to be obtained from the Department of Education, the conditions which, in his judgment, necessitate such grants.

Special Grants for Rural School Libraries

The special Legislative Grant in aid of Rural School Libraries will be distributed amongst the Rural Public and Separate Schools of the whole Province, *not including Continuation Schools or Fifth Classes,* as a percentage on the value of all books purchased between October 1st, 1912, and October 1st, 1913, provided no school shall receive more than $10.00, and provided no purchase is less than $10.00: *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustee shall supply the Inspector with all the information he may require, in regard to the purchase of the books, including vouchers from the booksellers.

The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the 1st day of November.

Jan., 1913.

INSTRUCTIONS TO PUBLIC AND SEPARATE SCHOOL INSPECTORS, 1913

(Instructions No. 14)

Apportionment of the Special Legislative Grant to Public and Separate Schools in the Urban Municipalities for the Calendar Year 1913

Under the Department of Education Act of 1909 as amended in 1910, the Special Legislative Grant to the Public and Separate Schools in Urban Municipalities will first be divided by the Department of Education between these Schools on the basis of average attendance, and will then be apportioned amongst the Public and Separate Schools, respectively, on the reports of the Inspector for these Municipalities, on the basis of the grade of the teachers' certificates and the length of their successful experience, in accordance with the following regulations:

General Provisions

1. The Grant shall be applied to such educational purposes as each Board may deem most expedient.

2. The Inspectors shall fill in the accompanying schedules and shall base their returns on the academic year, August, 1912, to the end of June, 1913.

3. Where there are more than one municipality, the Inspector shall report them separately, placing together in each municipality the certificates of the same grade. He shall also in all cases arrange the grades in the order of the circular.

4. The Inspectors shall include in their returns Domestic Science, Manual Training, Art, and Kindergarten teachers who hold the certificates recognized by the following regulations, and are employed as actual teachers in the Public or Separate Schools.

5. Teachers employed for their whole time in Continuation Schools* shall not be included.

6. For a teacher employed in a Public or a Separate School the full school day for the whole academic year, the full grant shall be paid.

7. The grant shall be one-half the amount if the teacher with the certificate has taught in a Public or Separate School the full school day for less than the whole academic year but for at least one term, or has taught the whole academic year for less than the whole school day but for at least half a school day. In his report the Inspector shall indicate this by inserting in the proper column the numeral I in the first case and the numeral II in the second.

8. The competency of each teacher shall have been duly attested by the Inspector of the School for which the Grant is claimed.

9. If the amount voted by the Legislature is insufficient to pay the grants in full, the Minister may make a *pro rata* reduction.

NOTE.—It is the policy of the Department of Education that, as soon as practicable, the lowest grade of certificate in the Urban Municipalities shall be a Permanent Second Class, and that the employment of successful teachers with Permanent First Class certificates shall be encouraged. The grant on Interim Second Class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

Urban Municipalities in the Organized Counties

I. *In Cities.*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate $20.00

(*b*) For a Provincial Second Class Certificate $10.00

2. If said experience shall have been less than five years on the same date the grant shall be—

(*a*) For a Provincial First Class Certificate $10.00

(*b*) For a Provincial Second Class Certificate $5.00

II. *In Towns.*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate $30.00

(*b*) For a Provincial Second Class Certificate $15.00

2. If said experience shall have been less than five years on the same date the Grant shall be—

(*a*) For a Provincial First Class Certificate $15.00

(*b*) For a Provincial Second Class Certificate $7.50

*The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

III. *In Villages.*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate $40.00
(*b*) For a Provincial Second Class Certificate $25.00

2. If the said experience shall have been less than five years on the same date, the Grant shall be—

(*a*) For a Provincial First Class Certificate $25.00
(*b*) For a Provincial Second Class Certificate $16.00

Urban Municipalities in the Districts

IV. *In Urban Municipalities with a Population of* 1,500 *or over.*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate $40.00
(*b*) For a Provincial Second Class Certificate $30.00

2. If said experience shall have been less than five years on the same date, the Grant shall be—

(*a*) For a Provincial First Class Certificate $30.00
(*b*) For a Provincial Second Class Certificate $25.00

3. For a permanent or an Ordinary Third Class Certificate or a First Class County Board Certificate the Grant shall be $20.00

4. For a District Certificate the Grant shall be $15.00

V. *In other Urban Municipalities.*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate $50.00
(*b*) For a Provincial Second Class Certificate $37.50

2. If the said experience shall have been less than five years on the same date, the Grant shall be—

(*a*) For a Provincial First Class Certificate $37.50
(*b*) For a Provincial Second Class Certificate $31.25

3. For a permanent or an ordinary Third Class Certificate or a First Class County Board Certificate the Grant shall be $25.00

4. For a District certificate the Grant shall be $18.75

NOTE.—The term "Provincial First Class Certificate" used in I, II, II, IV and V above does not include First Class County Board Certificates.

March, 1913.

GENERAL ANNOUNCEMENT OF SPRING AND SUMMER PROFESSIONAL AND ACADEMIC COURSES FOR TEACHERS

(Circular No. 1 A)

I. Spring Courses

From April 21st to June 27th (ten weeks)

The following Spring Courses are open to Grade A teachers-in-training at the Normal Schools who have passed the prescribed Final Examination, and to other teachers with at least Second Class certificates who are actually engaged in teaching in the Provincial Schools and whose admission has been approved by the Minister:

1. Courses at the Ontario Agricultural College, Guelph, leading to certificates in Elementary Agriculture and Horticulture.

2. Courses at the Ontario College of Art, Toronto, leading to certificates in Elementary Art and to certificates as Art Supervisors in Public Schools and Art Specialists in High Schools.

3. Courses at the University of Toronto Household Science Department, leading to certificates in Elementary Household Science.

On conditions which are set forth in the syllabus of each of the courses, the teachers admitted to such courses will be allowed free tuition and travelling expenses with free board at the Agricultural College or with an allowance of $4 a week for board while in attendance at the College of Art or the University of Toronto.

II. Summer Model School Courses

From July 3rd to August 8th (five weeks)

The following courses are open to teachers who hold temporary certificates or expired District or Third Class certificates, and who are actually engaged in teaching in the Provincial Schools, and to candidates who have passed the Model School Entrance examination and agree to teach in (1) the English-French schools, or, (2) the District Schools and such schools in the poorer parts of the counties as may be designated by the Minister:

Courses leading to District and Third Class certificates, for teachers of English-French schools, at Sturgeon Falls and Ottawa; and for other teachers, at Bracebridge, Gore Bay, Port Arthur, and Sharbot Lake.

On conditions which will be set forth in the Summer Model School Syllabus, teachers admitted to these courses will be allowed free tuition and travelling expenses with $3 a week for board and lodging.

III. Other Summer Courses

From July 3rd to August 8th (five weeks)

If a sufficient number of duly qualified candidates apply for admission, Summer Courses as follows will be held at the Ontario Agricultural College, Guelph, the Ontario College of Art, Toronto, and the University of Toronto, Toronto. The courses are free of tuition fees to teachers actually engaged in teaching in the schools of the Provincial System:

1. Courses at the Ontario Agricultural College, leading to certificates in Elementary Agriculture and Horticulture.

The travelling expenses of all teachers duly admitted to this course will be paid on the certificate of the Director. For further information, see syllabus concerned.

2. Courses at the Ontario College of Art, leading to certificates in Elementary Art and to certificates as Art Supervisors in Public Schools and Art Specialists in High Schools.

3. A course at the University of Toronto, both academic and professional, in Elementary Science, for teachers of Continuation Schools and of Public and Separate School Fifth Forms.

4. Courses at the University of Toronto, leading to—

(1) Entrance to the Faculties of Education, Parts A and B in 1913, Parts C and D in 1914.

(2) Entrance to the Normal Schools (Middle School Examination), Part A in 1913, Part B in 1914.

NOTE 1.—In February last, the following Regulation was made by the Department of Education:

1. Candidates actually engaged in teaching may divide the Middle School examination for entrance into the Normal Schools into two Parts, as follows:

Part A: Algebra, Geometry, English Literature, and English Composition.

Part B: Chemistry, Physics, Ancient History, and British and Canadian History.

2. The percentage requirements to pass at the special examinations above prescribed shall be 40 per cent. on each subject of a Part, with an average of 60 per cent. on all the subjects of that Part.

3. A candidate who has failed only in the aggregate or only in one subject at the examination in either Part A or Part B, but who has made 40 per cent. of the marks on each three subjects, and 60 per cent. of the total on said three subjects, may carry over to the examination in the other Part the examination on the remaining subject.

NOTE 2.—Special Departmental academic examinations will be held immediately after the close of each Summer School. In 1913 the examinations will be held in Parts A and B for entrance to the Faculties, and in Part A for entrance to the Normal Schools. Candidates may also take the regular academic examinations in June at any centre.

(3) Commercial Specialists' Certificates, Part I in 1913, and Part II in 1914. See Circular 2.

(4) Certificates in Elementary Physical Culture, and Certificates as Supervisors in the Public and Separate Schools and Specialists in the High Schools.

(5) Certificates in Elementary Vocal Music and certificates in Vocal Music as Supervisors in the Public and Separate Schools and Specialists in High Schools.

(6) Certificates in Elementary Household Science.

(7) Certificates in Elementary Manual Training.

IV. Admission

1. Applications for admission to the Spring Courses should be made on or before April 15th, as directed below.

2. (*a*) Applications for admission to the Summer Courses (1) and (2) at the University of Toronto should be made at once, as guidance by correspondence is offered in preparation for the session.

(*b*) Applications for admission to the other Summer Courses should be made not later than May 31st.

3. Applications for admission to the foregoing courses and for syllabuses of the Courses of Study and Examinations and other particulars should be made as follows:—

(1) For the courses at Sturgeon Falls, Ottawa, Bracebridge, Gore Bay, Port Arthur, and Sharbot Lake, to the Inspector in whose district the teacher seeking

admission is employed or to the Inspector in whose district the Summer School is situated. (Circular ready May 1st.)

(2) For the courses at the Ontario Agricultural College, Guelph, to S. B. McCready, Director of Elementary Agricultural Education, Guelph.

(3) For the courses at the Ontario College of Art, Toronto, to Principal Reid, Toronto.

(4) For the courses at the University of Toronto, to Professor Abbott, Secretary of the University of Toronto Extension Committee, Toronto.

(5) For the Spring Courses for Normal School Grade A candidates, to the Principals of the Normal Schools.

NOTE 1.—A candidate, whose admission to a Spring Course must be approved by the Minister, shall first apply to him, stating the grades of his professional and academic certificates, and the school in which he is teaching. He shall thereafter submit the letter of approval with his application as directed above.

NOTE 2.—When applying for admission to a Summer Course, a candidate should state the grades of his professional and academic certificates, and the school in which he is teaching.

March, 1913.

SYLLABUS OF THE SUMMER SCHOOL COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN VOCAL MUSIC

(Circular No. 1 B)

From July 3rd to August 8th (five weeks)

UNIVERSITY OF TORONTO

The Summer School courses and examinations for Teachers' certificates in Vocal Music are conducted for the Department of Education by the University Extension Committee of the University of Toronto in the University Schools building.

Admission and Certificates

Any teacher with a legal qualification may be admitted. No fees are charged for the courses.

NOTE.—A candidate for admission should address Prof. Abbott, Secretary of the University of Toronto Extension Committee, Toronto, not later than May 31st, stating the grades of his professional and academic certificates, and the school in which he is teaching.

Teachers who hold a legal qualification as Public or Separate School teachers who pass the prescribed written and practical examinations in the subjects of the First Course, as prescribed below, will be granted certificates as teachers of Elementary Vocal Music.

Teachers who hold a First or Second Class certificate, who pass the prescribed written and practical examinations in the subjects of the First and Second Courses, as prescribed below, will be granted certificates as Supervisors of Vocal Music in the Public and Separate Schools.

Teachers who hold at least a First Class or a High School Assistant's certificate, who are actually engaged in teaching and who pass the written and practical examinations, as prescribed below, in the subjects of the first and second courses, will be granted certificates as Specialists in Vocal Music in High and Continuation Schools and Collegiate Institutes.

Courses of instruction taken and certificates obtained elsewhere may be accepted *pro tanto* by the Minister of Education.

Courses of Study

Below are the prescribed courses of study which will be provided as follows, the first course in 1913, and the First and Second Courses in 1914, and so on in subsequent years:

I. FIRST COURSE

SIGHT SINGING

(From Tonic-Solfa and Staff Notations)

Major and Minor Scales.
Modulation to related keys.
Rhythmic Accentuation.
Measures, simple and compound.
The Pulse-unit and its varied divisions.

EAR TRAINING

Tone Perception and analysis.
Rhythm perception and analysis.
Writing melodies when sung or played upon an instrument.

VOICE TRAINING

Vocal Physiology.
Breath control.
Vocal Registers.
Resonance.
Intonation.
Enunciation and Pronunciation.
Peculiarities of the Child Voice.

SONGS

Unison, Two-and Three-part songs.
Expression and Interpretation.
Blending of parts.
Adaptation of songs to the various grades.

METHOD

Analysis of the Course of Instruction prescribed for Public and Separate Schools.
Pedagogics of Music teaching.
Preparation of Lesson Plans.
Practice teaching with classes of Children.

II. SECOND COURSE

SIGHT SINGING

(From Tonic-Solfa and Staff Notations)

Major, Minor and Chromatic Scales.
Modulation, natural and extraneous.
Advanced Time Studies.

EAR TRAINING

Writing melodies when sung or played upon an instrument.
Writing outer parts of short harmonic sentences.
Detection and Correction of errors in pupils' performance.

VOICE TRAINING

A continuation of the subjects prescribed above for First Course.
Treatment of the Child Voice before and during adolescence.

CHORUS TRAINING

Advanced Part Songs for equal and mixed voices.
Musical and Verbal Expression.
Technique of Choral Conducting.

METHOD

A continuation of the subjects described above for First Course.
Comparative analysis of recognized systems of teaching Music in schools.

HARMONY

The Common Chord and its inversions.
The Dominant Seventh and its inversions.
Part Writing and Harmonization of Melodies.

Examinations

Examinations as follows, both written and practical, will be held immediately after the close of each session on the subjects of the courses. Each group of subjects will count 100 marks and, to pass, each candidate is required to make at least 40 per cent. of the marks in each group and 60 per cent. of the total:

I. WRITTEN

1. For the First Course

MUSICAL THEORY

Musical Rudiments, Expression Marks, Compass and management of children's voices, Translation from Tonic-Solfa to Staff notation, and *vice versa,* and writing melodies previously memorized.

METHOD

Lesson plans for various grades, Application of pedagogical principles in teaching Music, and knowledge of the Course of Study in Vocal Music as prescribed by the Ontario Department of Education.

2.—For the Second Course

MUSICAL THEORY

Marks of Expression, Intervals, Vocal Physiology, Advanced translation to either notation, and Elements of Musical Form.

HARMONY

Harmonization of Melodies and Basses, Chord analysis, including the Common Chord and the Dominant Seventh, in root position and inversions.

METHOD

Lesson plans for various grades, Methods of voice training, Solution of classroom problems, and Knowledge of pedagogical principles underlying modern systems of teaching Vocal Music.

II. PRACTICAL

1. For the First Course

SIGHT SINGING

(*a*) *Modulator.* Singing at sight, from the examiner's pointing on the Tonic-Solfa modulator, a test containing leaps to any tones of the Major and Minor scales, and modulations of one and two removes.

(*b*) *Time.* Singing at sight, from either notation, on a monotone, a test containing pulse divisions of halves, quarters and thirds. (In addition to beating time while singing the test, the candidate must be prepared to beat time in any form of measure indicated by the examiner.)

(*c*) *Melody.* Singing at sight, from the Tonic-Solfa and Staff notations, the melody of a school song of moderate difficulty.

EAR TESTS

(*a*) Singing to *lah,* an example of ear test suited to any Public School Form indicated by the examiner.

(*b*) Naming the notes of a short test, sung to *lah* by the examiner, who will first give the key tone.

(*c*) Giving the time-names of a short time test sung on a monotone by the examiner.

MEMORY TESTS

(*a*) Singing, from memory, any one, selected by the examiner, of four school songs of moderate length, previously prepared.

(*b*) Singing, while pointing on the Modulator, a short modulator exercise adapted to any grade indicated by the examiner.

VOICE TESTS

Vocalizing, as a test of tone quality and intonation, in any suitable key, the Major and Harmonic Minor scales.

2. For the Second Course

SIGHT SINGING

(*a*) *Modulator.* Singing at sight, from the examiner's pointing on the staff or Tonic-Solfa modulator, a test containing difficult intervals, and modulations of two and three removes, including chromatic tones.

(*b*) *Time.* Singing at sight, from either notation, on a monotone, a test containing difficult rhythmic divisions.

(*c*) *Melody.* Singing at sight, from the Tonic-Solfa notation, a melody containing extended modulation to the second remove, and the Tonic Minor, and another melody, of a less difficult character, written in the Staff notation.

EAR TESTS

(*a*) Writing, in both notations, the notes of a melody of four measures in length and containing simple pulse divisions, on hearing it sung to *lah* by the examiner, who will first give the key tone.

(*b*) Writing, in either notation, the upper and lower parts of a single chant, played upon an instrument.

MEMORY TESTS

(*a*) Solfaing from memory, any one selected by the examiner, of four school songs containing simple modulations.

(*b*) Bringing copies of passages from standard compositions, containing examples of modulations of two and three removes, and singing from memory any one selected by the examiner.

VOICE TESTS

(*a*) Singing any Major, Minor or Chromatic scale, in a suitable key.
(*b*) Singing the arpeggio of the Major, Minor or Dominant Seventh chord.
(*c*) Singing, with appropriate expression and tone quality, a previously prepared song of the candidate's own selection.

Books for Reference

The following is a list of books recommended for candidates' use; those marked with an asterisk are of special value:

I. FOR THE FIRST COURSE

*The Standard Course. John Curwen Curwen & Sons, Ltd., London, England.	3s. 6d.
*Teacher's Handbook of Tonic-Solfa. Cringan Canada Publishing Co., Ltd., Toronto.	50c.
Singing in Elementary Schools. Watkins Curwen & Sons, Ltd.	1s.
*How to Teach the Staff Notation. Mason. Curwen & Sons, Ltd.	2s.
*Breathing for Voice Production. Hulbert Novello & Co., London.	2s. 6d.
How to Train Children's Voices. Hardy Curwen & Sons, Ltd.	1s.
*Educational Music Course. Cringan Canada Publishing Co., Ltd., Toronto.	50c.
The Singer's Guide. Adcock Curwen & Sons, Ltd.	1s.
Student's Musical History. Davey Curwen & Sons, Ltd.	1s. 6d.
Rudiments of Music. Cummings Novello & Co., London.	1s. 6d.
*A B C of Musical Theory. Dunstan Curwen & Sons, Ltd.	2s.

II. FOR THE SECOND COURSE

*The School Music Teacher. Evans and McNaught ..... 2s. 6d.
Curwen & Sons, Ltd.
*The Teacher's Manual. John Curwen ..... 4s.
Curwen & Sons, Ltd.
The Boy's Voice. J. Spencer Curwen ..... 2s. 6d.
Curwen & Sons, Ltd.
Voice Production. T. M. Mill $2.00
J. B. Lippincott Co., Philadelphia.
*Musical Theory. Curwen ..... 3s. 6d.
Curwen & Sons, Ltd.
The Art of the Musician. Hanchett $1.50
The Macmillan Company of Canada, Toronto.
*A Treatise on Harmony. Part I. Ainger $1.25
Wm. Tyrrell & Co., Toronto.
*Textbook of Harmony. Oakey .. .. 3s.
Curwen & Sons, Ltd.
Harmony and Counterpoint. Bertenshaw $1.25
Longmans, Green Co., New York.
*How to Observe Harmony. Curwen ..... 2s. 6d.
Curwen & Sons, Ltd.

March, 1913.

SYLLABUS OF THE SUMMER SCHOOL COURSES AND EXAMINATION FOR TEACHERS' CERTIFICATES IN PHYSICAL CULTURE

(Circular No. 1 C)

From July 3rd to August 8th

University of Toronto and Stanley Barracks

The Summer Courses for Teachers' certificates in Physical Culture are conducted for the Department of Education by the University Extension Committee of the University of Toronto at the Gymnasium and Athletic Department of the University, and by the Militia Department of the Dominion at Stanley Barracks, Toronto. The courses at the University and the Barracks are taken up concurrently.

Admission and Certificates

Any teacher with a legal qualification may be admitted to the Summer School for Physical Culture. No fees are charged for the courses.

NOTE.—A candidate for admission should address Prof. Abbott, Secretary of the University of Toronto Extension Committee, Toronto, not later than May 31st, stating the grades of his professional and academic certificates, and the school in which he is teaching.

Teachers who hold a legal certificate of qualification as Public or Separate School teachers, and who pass the prescribed examinations in the first course of the academic and practical work, as prescribed below, will be granted certificates as Teachers of Elementary Physical Culture.

Teachers who hold a First or a Second Class certificate and who pass the prescribed examinations in the First and Second courses of the academic and practical work, as prescribed below, will be granted certificates as Supervisors of Physical Culture in the Public and Separate Schools.

Teachers who hold at least a First Class or a High School Assistant's certificate and who pass the prescribed examinations in the First and Second courses in the academic and practical work, as prescribed below, will be granted certificates as Specialists in Physical Culture in the High and Continuation Schools and Collegiate Institutes.

Courses of instruction already taken and certificates obtained elsewhere may be accepted *pro tanto* by the Minister of Education.

NOTE 1.—The foregoing certificates include the Certificate of Physical Training Instruction and the Certificate of Military Instruction, issued by the Department of Militia and Defence, Ottawa.

NOTE 2.—A teacher who has already taken up enough of the work prescribed may, accordingly, obtain a Specialist's or a Supervisor's certificate at the close of one Summer session. For other candidates for these certificates the time required will be two Summer sessions. In one session, however, a teacher may obtain a certificate as teacher of Elementary Physical Culture.

ACADEMIC WORK

FOR MEN AND WOMEN

First Course:

(1) Anatomy:
Bone, Composition of, Classification.
Bones of Upper Extremity.
Bones of Vertebral Column.
Bones of Head.
Bones of Abdomen and Thorax.
Bones of Lower Extremity.

Joints—Classification and Description of Variety of Movable Joints.
Importance of Joints.

Muscle—Varieties.
Origin, Insertion, Action, and Physiology.

Digestive System—Stomach, Liver, etc.
Circulatory System—Heart, Arteries, Veins, etc.
Respiratory System.
Nervous System.

(2) Physiology:
Oxidation and Waste, Metabolism.
Blood, Composition of, Quality, the Heart beat.
Respiration—Mechanism, changes in the Lungs, in the Tissues.
Nervous Mechanism of Respiration.

Digestion:
Digestive Juices.
Function of Saliva, Gastric Juice, Pancreatic Juice, and Bile.
Succus Entericus.
Changes in the Food in the Alimentary Canal.
Lymph—Movements.
Absorption.

Nutrition:
Comparison of Income and Output of Material.
Animal Heat.
Diet.

(3) First Aid to the Injured:
Shock, Wounds, Bleeding, Burns, Exposure to Cold, Frostbite, Fractures, Sprains, and Dislocations, Restoration of Apparently Drowned—Schafer Method.

Choking—Foreign Bodies in Eye or Ear.
Unconsciousness—Fainting, Apoplexy, Heat Stroke—Poisons.
Bandaging.

Second Course:

(1) Hygiene and Sanitation:
Air, water, food, ventilation; school, dwelling, and camp hygiene; kitchen waste and sewage disposal.

(2) Physiology of Exercise:
Combustion, fatigue, breathlessness, stiffness, overwork, effects of training, general effect of exercise, mental work.

(3) Anthropometry:
Parts to be measured, instruments necessary, the average physique, the ideal physique.

(4) Body Building:
Exercises for neck, chest, arms, forearms, upper back, lower back, thigh, leg.

(5) Corrective Work:
Exercises for Round Shoulders, Low Shoulder, High Shoulder, Spinal Curvature, Uneven Hips, Poor Circulation, Deficient Lung Capacity, Constipation.

PRACTICE

FOR MEN ONLY

First Course:

(1) Cadet Corps Instructor's Course (Including Strathcona Trust Exercises).

ACADEMIC:
(a) Discipline and Military Law.
(b) Duties.
(c) Interior Economy.
(d) Theory of Rifle Fire and its Practical Application.

PRACTICAL:
(a) Drills—Squad and Company Drill.
(b) Exercises—Rifle and Musketry Rifle Practice, Skirmishing.
(c) Miscellaneous—Ceremonial, Drawing and Returning Swords, Saluting with the Sword.

Signalling: An elementary knowledge of signalling.
Sub-Target Gun—Ability to instruct in use of Sub-Target Guns.

(2) Calisthenics, Mutual Instruction.
Dumb Bells: (a) Roberts, (b) Sandow, (c) Barton.
Wands: (a) elementary, (b) Barton, (c) Anderson (twist wand drill).
Clubs—Class Club Swinging.

(3) Elementary Exercises on following apparatus:
Horse: Vaults—Flank, front, rear, screw, squat, straddle, wolf.
Mats: Jumps and hops, jumps and hops with turns, front and back rolls.
Vaulting Bar: Vaults—Same as on horse. Underswings, underswings with turns.
Buck: Vaults—Same as on horse and vaulting bar.

(4) Indoor Games—Course to enable teachers to coach and referee the following games: (a) basket ball, (b) indoor baseball, (c) volley ball.

(5) Outdoor Athletics—
Field and Track Sports—Course to enable teachers to coach and run off athletic meets: (a) starting, (b) sprinting, (c) running, (d) broad jump, (e) high jump, (f) shot put, (g) hurdles.

FOR MEN ONLY

Second Course:

(1) Mutual Instruction in the Calisthenics of the 1st year.
(2) 1st and 2nd Grade Exercises on the following apparatus:
Horse—Vaults, feints, circles, combination of vaults, feints and circles; thief jump—with turns.
Mats: Rolls, dives, cartwheels, head stands, hand stands, hand springs.
Parallel Bars: Rests, seats, walks, jumps, vaults, spreads.
Horizontal Bar: Grasps—ordinary, reversed, combined.
Rests—free, riding.
Circles—knee, seat.
Underswings.
Ladder—hangs, walks, swings.
Rings—hanging stand, hammock hangs, pull ups, hangs with pull ups and leg expressions.
(3) Corrective Apparatus—Use of same.
(4) Outdoor Athletic Games:—Course to enable teachers to coach and referee the following games: Lacrosse, hockey, rugby, soccer, baseball.
(5) Swimming—Including life-saving methods and Schafer method of resuscitation.
(6) Boxing, Fencing and Single Sticks.

PRACTICE

FOR WOMEN ONLY

First Course:

(1) Squad Drill—formation of fours, marching, wheeling, turnings.
(2) Basic Fancy Steps.
Rhythmical Balance Exercises.

(3) Free Hand Exercises, including Strathcona Trust Exercises.
Dumb Bell Drills: (a) elementary, (b) advanced.
Wand Drills (a) Barton, (b) Anderson's twist-drill.
Clubs—Class Swinging.
(4) Elementary Exercises on following apparatus:
Horse, Mats, Vaulting Bar and Buck.
(5) Indoor Athletic Sports: (a) Running races, (b) gymnasium games, (c) schoolroom games.

Second Course:

(1) Mutual Instruction in Calisthenics, Freehand, Dumb Bells, Wands and Clubs.
(3) Folk Dances.
(4) Figure Marching.
(5) Athletic Games. Course to enable teachers to coach and referee the following games: (a) basket ball, (b) indoor baseball, (c) volley ball.
(6) Fencing.
(7) Swimming.

Examinations

Examinations, both practical and written, will be held immediately after the close of each session on the subjects of the courses taken up. Each group of subjects will count 100 marks and, to pass, each candidate is required to make at least 40 per cent. of the marks in each group and 60 per cent. of the total.

Books of Reference

The following is a list of books recommended for candidates' use:

The Syllabus of Physical Exercises for Public Elementary Schools (Strathcona Trust). Copp, Clark & Co., Toronto $0.25
Physical Training, Including First Aid to the Injured and Military Drill. By Jas. W. Barton, M.D., Physical Director in the University of Toronto Musson Book Co., Toronto ..... .75
At Home in the Water. By Geo. H. Corsan, Swimming Instructor, University of Toronto. Association Men Press, New York City ..... .75
Handbook of Rhythmical Balance Exercises. Grannis Press, New York City 1.50
The Folk Dance Book. A. S. Barnes & Co., New York City 1.50

March, 1913.

SYLLABUS OF THE SUMMER SCHOOL COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN ELEMENTARY MANUAL TRAINING

(Circular No. 1 D)

From July 3rd to August 8th (five weeks)

University of Toronto

The Summer School courses for a Teacher's Certificate in Elementary Manual Training are conducted for the Department of Education by the University Extension Committee of the University of Toronto in the University Schools building.

Any teacher with a legal qualification who is actually engaged in teaching may be admitted. No fees are charged for the courses.

NOTE.—A candidate for admission should address Prof. Abbott, Secretary of the University of Toronto Extension Committee, Toronto, not later than May 31st, stating the grades of his professional and academic certificates, and the school in which he is teaching.

The object of the course is to prepare teachers for successfully carrying out the requirements in Elementary Manual Training as outlined for the various Forms of the Public and Separate Schools of the Province.

The complete course covers ten weeks, and is divided into two courses of five weeks each.

Duly admitted teachers who complete the First and the Second course prescribed below will be granted certificates as Teachers of Elementary Manual Training on passing the prescribed written and practical examinations.

An Ordinary or a Specialist's certificate in Manual Training cannot be obtained on this course, but the certificate in Elementary Manual Training will be taken *pro tanto* therefor.

COURSES OF STUDY

Below are the prescribed courses of study which will be provided as follows: the first course in 1913 and the first and second courses in 1914, and thereafter.

First Course

Pedagogics of Manual Training.

Relations to General Education:

Relation to the child.

Relation to the home.

Relation to the curriculum.

Relation to Industrial and Technical Education.

Lesson Plans and methods of teaching.

In all work methods of planning and presenting the subject will be kept prominently before the candidate.

Drawing.

The importance of drawing in connection with all industry—a plan being a necessary step leading to the final product.

The use of ruler and square in measuring an object and working out a simple plan.

Drawing to a scale.

Dimensioning.

Plain lettering.

Practice in freehand sketching.

Use of drawing board, tee and set squares. Use of instruments in working out problems in plane and solid geometry—square, triangles, polygons and type solids.

Working drawings.

Orthographic projection.

Plans and elevations—their relation to each other.

Design—Structural and Decorative.

Basis in critical observation of constructed and decorated objects.

Discussion of suitability of any design as applied.

Application of design to constructed objects in paper, cardboard, wood or metal.

Construction.

Work in paper and cardboard.

Modelling in sand and clay or plasticine.

Bench work in wood—the making of articles involving the use of the various forms of joints; such as, mortise and tenon, dovetail, lap or mitre.

Fastenings: dowels, cleats, wedges, glue, screws and nails.

Woodworking Tools: structure, use and care.

Application of finishes on articles made.

Use of stains, fillers, fuming, shellac, oil and wax.

Lumber and Timber.

Woods: characteristics of each, colour, grain, for what suited.

Trees: common varieties, identification by means of their form, leaf, bark and wood.

Second Course

Pedagogics of Manual Training.

Present developments in Manual Training and their relation to former systems; such as, apprenticeship, Russian, Swedish, Danish, and Arts and Crafts.

Organization and equipment.

Drawing.

Plane geometry continued. Orthographic projection of plans and elevations involving oblique planes and sections. Isometric projection—relation to orthographic and to prospective drawing.

Making tracings and blue prints.

Freehand sketching continued.

Design.

Suitability of different designs of work undertaken in wood or metal. The need of adapting design to material and use of article.

Construction.

More advanced work in modelling.

Simple book-binding.

Knife work in thin wood—such work as can be carried on at the ordinary school desks.

Bench work continued.

Estimating quantity and cost of material required for work undertaken.

Suitability of different finishes to work undertaken.

Lumber and Timber.

Forests, their value and preservation.

Lumber and lumbering—cutting, transporting, seasoning, shrinking, and warping.

Defects in lumber—knots, sapwood, shakes, etc.

Excursions.

So far as can be arranged visits will be made to schools, local industries and nearby parks or woods to study equipment, processes and timber trees.

In connection with these visits discussions will be held in order that the greatest benefits possible may be assured.

EXAMINATIONS

Examinations as follows, both written and practical, will be held immediately after the close of each session on the subject of the courses taken up. Each subject will count 100 marks and, to pass, each candidate is required to make at least 40 per cent. of the marks in each subject and 60 per cent. of the total:

I. Written

Candidates will be required to pass written examinations as follows (one paper, valued at 100 marks, in each group):—

IN THE FIRST COURSE

(1) *Drawing and Design*:
Geometrical Drawing.
Orthographic and isometric Projections.
Designing.

(2) *Timber and Tools*:
The common timber trees of Ontario, their characteristics and uses.
Lumber, its preparation, care and defects.
Tools, their use and care.

IN THE SECOND COURSE

(1) *Theory and Method*:
Relation of Manual Training to general education.
Methods of teaching Manual Training. Lesson plans for the various grades.

(2) *Drawing and Design*:
Paper similar to that of Part I but covering more advanced work.

(3) *Timber and Tools*:
Paper based on the work of the session and the books to be read.

II. Practical

The practical work done by the candidate during the course will be taken into account as well as the written examination in estimating the final result.

Books Recommended for Reference

Row: Educational Meaning of Manual Arts and Industries—(Row, Peterson & Co., Chicago) $1 25

Sargent: Fine and Industrial Arts in Elementary Schools—(Ginn & Co., Boston) 1 00

Crawshaw: Manual Arts for Vocational Ends—(Manual Arts Press, Peoria, Ill.)	$0 85
Griffith: Correlated Courses in Woodwork and Mechanical Drawing—(Manual Arts Press, Peoria, Ill.)	1 50
Anthony: Mechanical Drawing —(D. C. Heath & Co., Boston)	1 50
Batchelder: Principles of Design—(Inland Printer Co., Chicago)	3 00
Tryborn and Heller: Correlated Handwork — (Speaker Publishing Co., Boston)	1 25
Gilman and Williams: Seat Work and Industrial Occupations—(Macmillan Co., Toronto)	50
T. B. Kidner: Educational Handwork—(Educational Book Co., Toronto)	75
Sanford: Art Crafts for Beginners—(Century Co., New York)	1 20
Griffith: Essentials of Woodworking—(Manual Arts Press)	2 00
Park: Educational Woodwork for School and Home—(Macmillan Co., Toronto)	1 00
Lester: Clay Work—(Manual Arts Press, Peoria, Ill.)	1 25

Special Grants to Teachers and School Boards

The Public or Separate School Board of Trustees of a rural or village school which is unable to avail itself of the provisions of the General Regulations, but which maintains classes in Elementary Manual Training, satisfactory to the Minister of Education, employs a teacher with a Departmental Certificate in this subject, and provides accommodations and equipment satisfactory to the Minister, shall be paid an initial grant not exceeding $50 and a subsequent annual grant of $30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction in this subject; said grant to be expended on the maintenance of the classes. In no year, however, shall the Legislative Grant exceed the total expenditure of the Board for these classes.

On the report of the Inspector of Manual Training that the organization and the teaching are satisfactory, an annual grant of $30, in addition to the regular salary paid by the School Board, will be paid by the Minister also out of any appropriation made by the Legislature for this purpose, to each legally qualified teacher who holds also a certificate in Manual Training, and who gives instruction in accordance with the regulations of the Department of Education.

March, 1913.

SYLLABUS OF REGULATIONS AND COURSES FOR THE SUMMER MODEL SCHOOLS AT BRACEBRIDGE, GORE BAY, OTTAWA, PORT ARTHUR, SHARBOT LAKE, AND STURGEON FALLS

Session 1913

(Circular No. 1 E)

Location and Purpose

1. (1) The Summer Model Schools are located at Bracebridge, Gore Bay, Ottawa, Port Arthur, Sharbot Lake, and Sturgeon Falls.

(2) The purpose of these Schools is to prepare teachers for District and Third Class certificates; the Schools at Ottawa and Sturgeon Falls, for certificates valid in English-French Schools, and those at Bracebridge, Gore Bay, Port Arthur, and Sharbot Lake for certificates valid in the English Schools of the Districts, and of the poorer parts of the Counties, to be designated by the Minister. A list of the inspectorates concerned may be obtained on application to the Deputy Minister.

Session

2. (1) The session of the Summer Model Schools will begin on the third day of July, 1913, and will end on the eighth day of August, 1913, and will be followed immediately by the final examinations, which will end not later than the thirteenth day of August.

(2) The daily session shall be one of four and a half hours, exclusive of recesses. Saturday shall be a half holiday.

Courses

3. There are two courses at each Summer Model School, the first for new teachers-in-training, and the second for those who have already taken the first course, or are holders of expired Third Class or District certificates.

Conditions of Admission

General

4. (1) Application for admission to a Summer Model School should be made as follows, not later than June 14th:—

(*a*) In the case of the English-French Summer Model Schools, to Principal Edwards, English-French Summer Model School, Ottawa, or to Principal Jordan, English-French Summer Model School, Sturgeon Falls; and—

(*b*) In the case of the other Summer Model Schools to Inspector Scovell, Bracebridge; Inspector McLaughlin, Gore Bay; Inspector Ritchie, Port Arthur; and Inspector Reid, Sharbot Lake.

(*c*) Applicants after June 14th will be admitted if provision can be made for them.

(2) Applicants from other inspectorates than that in which the Summer School is situated, who do not hold Model School Entrance or higher academic certificates, shall submit with their applications recommendations for admission from the Inspector under whom they last taught or are now teaching.

(3) All applicants for admission must be at least seventeen years of age on or before September 1st.

(4) Applicants must come to the School provided with copies of the authorized text-books and with the outfit for Drawing specified on p. 17 of this syllabus.

First Course

(5) For admission to the First Course the applicant shall submit with his application one of the following:—

(*a*) A Temporary certificate issued by the Department of Education during the preceding school year.

(*b*) A certificate of Entrance into a Model School obtained in 1908 or subsequently, or an equivalent or higher Ontario certificate.

Second Course

(6) For admission to the Second Course, the applicant shall submit with his application one of the following:—

(*a*) An expired Third Class or District certificate granted after attendance at a Model School prior to 1908.

(*b*) (i) A certificate of Entrance into a Model School obtained in 1908 or subsequently or an equivalent or higher Ontario certificate.

(ii) Testimonials from Inspectors covering, at least, two years' successful experience in Ontario schools.

(iii) A District certificate or Statement of Standing obtained after attendance at a Summer Model School.

English-French Schools

(7) In the case of the English-French Summer Schools a Brevet d'Ecole Modèle or a Brevet d'Ecole Académique will be accepted as an equivalent for a certificate of Entrance into a Model School.

(8) (*a*) Before admission to either of the English-French Summer Schools, each candidate shall pass at the school—

(i) An oral examination in English and French Reading and Conversation; and—

(ii) A written examination in English and French Grammar, Composition, and Spelling, unless the candidate has already passed the examination for entrance into the English-French Model Schools.

(*b*) The examinations prescribed in (*a*) above shall be held on July 3rd, by the staff of the School.

Allowance for Board and Travelling

5. (1) The Department of Education will pay $3.00 a week, for a period not exceeding six weeks, of the cost of board and lodging of all students who have been in attendance at a Summer School, whose ordinary place of residence is more than three miles from the School, and who, before admission, undertake, if successful, to teach as provided in 1 (2) above, for at least the academic year, beginning September 2, 1913, and ending June 29, 1914. It will also refund the cost to them of one single Railway or Boat fare and one third to the Summer School from the Railway Station or Wharf nearest their last school or their home, according to the point of departure. The foregoing allowance will be paid on the requisition of the Principal after the close of the session.

(2) Students are required to obtain, whenever possible, tourist return tickets, and, where tourist rates are not given, a ticket only for one way should be purchased. In every case a certificate should be obtained by the student from the ticket agent, showing the point from which the ticket was purchased and the charge made for the same.

These certificates should be deposited with the Principal upon the student's arrival at the school.

Duties of Principal

6. Subject to the Regulations and to the approval of the Minister of Education, the Principal of each Summer Model School shall prescribe the duties of his staff and of the teachers-in-training, and shall be responsible to the Minister for the efficiency of the school.

Duties of Teachers-in-Training

7. (1) Teachers-in-training shall attend regularly and punctually, and shall submit to such discipline as the Principal may prescribe.

(2) Teachers-in-training who are unduly defective in scholarship, whose physical condition unfits them for teaching, or whose conduct or progress is unsatisfactory, may, if he so decides, be dismissed by the Principal at any time during the course from further attendance.

Text-Books

For the First and Second Courses

8. (1) For the First and Second Courses, teachers-in-training shall provide themselves with the following:—

The Regulations and Course of Study of the Public and Separate Schools (free).

The Ontario Public Health Act and Regulations (free).

The Text-Books prescribed for the Public and Separate Schools.

The Readers in Geography (50 cts.), *History* (35 cts.), *and Hygiene* (25 cts.), *recommended for Form III.* The Copp, Clark Co., Toronto.

The Ontario Writing Course (5 cts.). E. H. Harcourt Co., Toronto.

Prang: *Text-books of Art Education,* 2nd (25 cts.), and 7th (55 cts.). The Geo. M. Hendry Co., Toronto.

Prang: *A Course of Study in Art* (25 cts.). The Geo. M. Hendry Co., Toronto.

Physical Exercises for the Public Elementary Schools (25 cts.). The Copp, Clark Co., Toronto.

Practical Etiquette. McClelland and Goodchild, Toronto.

NOTE.—Teachers of Roman Catholic Separate Schools may substitute the Canadian Catholic School Readers, The Copp, Clark Co., Toronto, for the Ontario Public School Readers.

For the Second Course

(2) For the Second Course, teachers-in-training shall provide themselves with the following, in addition:—

McMurray: *The Method of the Recitation* (75 cts.). The Macmillan Co. of Canada.

Gordy: *Psychology* ($1.25). The Copp, Clark Co., Toronto.

Millar: *School Management* ($1.00). William Briggs, Toronto.

NOTE.—The names of the publishers are given above. Usually, however, the books may be obtained from a local bookseller.

Organization of the Courses

9. From the point of view of class work:

(1) The academic side should be emphasized in the First Course.

(2) The following subjects are regarded as of prime importance in both courses:

Educational Principles and General Methodology; School Organization and Management; Special Methodology in Language and Composition, Spelling, Literature, Grammar, History, Geography, Arithmetic, Writing, and Reading.

(3) As much class-instruction and direction shall be given in each of the following subjects as time will permit, and the responsibility for carrying on the course in each, with the aid of the text-book, shall devolve on the teacher-in-training:

Physiology and Hygiene, Nature Study, Art, Physical Training, Music, and School Law and Regulations.

10. The provision in the time-table for the subjects of each course shall be as follows, subject to modification in accordance with the conditions of each school:—

First Course

Educational Principles and General Methodology	8	hours.
School Organization and Management	10	"
Language and Composition	10	"
Spelling	4	"
Literature	10	"
Grammar	8	"
History	6	"
Geography	8	"
Arithmetic	14	"
Writing	4	"
Reading	12	"

Second Course

Educational Principles and Methodology	12	hours.
School Organization and Management	10	"
Language and Composition	8	"
Spelling	2	"
Literature	8	"
Grammar	8	"
History	10	"
Geography	10	"
Arithmetic	10	"
Writing	2	"
Reading	8	"

11. The rest of the time for each course should be divided amongst the other subjects according to the capabilities of the teachers-in-training.

NOTE.—Where practicable the subjects of the courses should be taken together for a time, and, probably, in most of the subjects of the course, half-hour lessons would be sufficient. Provision should be made for class and home exercises, including lesson plans.

Examinations and Certificates: First Course

12. District certificates valid for one year as defined in 1 (2) above, will be granted on the results of the examinations which shall be held immediately after the close of the First Course, in accordance with the following scheme, on papers prepared by the staff, the answer-papers being also read by them; the results will be settled by the Department:

(1) (*a*) A written examination, which will test both academic and professional knowledge, will be held on the following subjects, or groups of subjects, each having a maximum of 75 marks:—

Educational Principles and General Methodology, School Organization and Management.

Special Methodology in Language and Composition, Grammar, Literature, Geography, Arithmetic, and Reading.

(*b*) To the marks obtained in each of the foregoing subjects a maximum of 25 marks may be added for class and home exercises during the Session, based upon the records kept by the staff.

(2) For each of the following subjects or groups of subjects, a maximum of 50 marks may be awarded on the class work and home exercises, based upon the records kept by the staff, and a final examination in each case held by the staff:

Writing, History, Spelling, Physiology and Hygiene, Nature Study, Art, Physical Training, Music, School Law and Regulations.

(3) Candidates shall be entitled to certificates who obtain 40 per cent. of the marks assigned each subject or group of subjects, and 60 per cent. of the total for the subjects enumerated in (1) (*a*) and (2) above, respectively.

Examinations and Certificates: Second Course

13 (1) (*a*) In 1913, Limited or English-French Third Class certificates, as the case may be, valid for five years, as defined in 1 (2) above, will be granted on the results of the examinations in the Second Course, which will be held immediately after the close of the Session.

(*b*) The examination on the close of the Second Course shall be held in accordance with the same scheme as that for the final examinations on the close of the First Course; but the examination papers will be prepared and the results settled by the Department, the answer-papers being read by the staff.

Renewals and Extensions

14. (1) Holders of professional Third Class and District certificates (including renewals and extensions) granted under former regulations, who pass the Model School final written examination, may, on the recommendation of the Inspector under whom they last taught, be granted Limited or English-French Third Class certificates, as the case may be, valid for five years from date of issue, and as provided in 1 (2).

(2) (*a*) With the approval of the Inspector, trustees of schools specified in 1 (2) may re-engage without advertisement their present teachers who undertake to attend the present session of a Summer Model School.

(*b*) In each case application for the validation of a Limited Third Class or of a District certificate must be made to the Minister by the Inspector on the official form 93A.

NOTE.—A Limited Third Class or a District certificate does not entitle the holder to teach in any school until it has been endorsed by the Minister of Education as valid for that school. When a School Board is unable to obtain a teacher with a First

or Second Class certificate, the Minister may, on the recommendation of the Inspector concerned, validate a Limited Third Class or a District certificate for the school in charge of the said Board for a limited period. Before applying to School Boards the holder of such certificate should consult the Inspector in regard to available vacancies.

SYLLABUS OF COURSES

First Year

Educational Principles and General Methodology

The object of the course is to provide the teachers-in-training with such an elementary working knowledge of the nature of educational principles and of general methodology as is practicable at this stage, and as will improve natural tact and skill by determining procedure and forming ideals.

The course embraces the following topics:

Methods of Instruction: The purposes of method; the necessity of basing methods of instruction on a knowledge of the characteristics and conditions of the learner.

Attention: Learning conditioned on the attention of the learner; non-voluntary and voluntary attention, conditions of each; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drills and reviews.

The Process of Learning: Learning a development from the vague to the definite, by a process of analysis and synthesis; typical illustrations of this principle from various subjects.

Impression and Expression: Their interdependence; expression as a phase of method; the necessity and use of the expressive studies.

Methods of Lesson Presentation: Lecture method of presentation; text-book method of presentation; question and answer method of presentation, right and wrong methods of questioning, qualities of a good answer, treatment of faulty answers; mistakes in dealing with answers; graphic representation as a means of presentation, use of diagrams, pictures, maps, etc.; nature and functions of objective teaching, limitations of objective teaching.

NOTE.—The foregoing course should be taken up in a simple manner early in the session. Gordy's *Psychology* may be referred to.

School Organization and Management

The object of the course is to provide the teachers-in-training with an elementary knowledge of the technique of school management and the organization of rural one-teacher schools.

The course embraces the following topics:—

The Aims and Importance of School Management and Organization.

The Teacher: Qualifications of a good teacher; his relations with the inspector, trustees, pupils, parents, and the public; daily preparation of work; care of health.

The Problems of School Life: First day of school; school organization and its difficulties; promotions; school examinations; school records.

Discipline: Its meaning and aims; the forces that make for good discipline; value of games; physical exercise; punishments; incentives.

The Daily Programme: The construction of typical time-tables for rural schools; seat work; individual black-board work; reviews.

Examinations: Use and place; methods of conducting; oral and written; preparation for departmental examinations.

Desirable Habits: Punctuality, regularity, neatness in person and work; accuracy, promptness, quietness, industry, obedience; the relation of the preceding to moral training; good manners; the social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.

Ontario School Law and Regulations, in so far as they deal with the duties and obligations of inspectors, teachers, and pupils. The following should be emphasized:—

The importance of signing the name correctly and the Christian name in full, and of specifying in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. These should be contracts as provided by the statute. Substituting for the contract an agreement made orally or by correspondence often leads to misunderstanding and difficulty. (P. S. Act, Section 85 and form of agreement.)

Note.—Every school register contains two copies of a form of agreement, one for the Teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and inspectors. The payments of the grants and of other matters directly affecting the teacher, trustees, and school. (P. S. Act, Sections 6, 7, 8, 9, 82, 84, 87, 99, 116; and Instructions 12, 13 and 14.)

The Public School Regulations.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies, and the use of unauthorized books and pamphlets. (Department of Education Act, Section 28; P. S. Act, Section 112, and Text-book Regulations, Circular 14.)

Ontario Public Health Act and Regulations, in so far as they pertain to teachers, pupils, and the school.

Note.—For information as to the necessary details of School accommodations and equipment, the teacher-in-training is referred to Circular 33.

Special Methodology

The object of the course is to prepare the teacher-in-training for the intelligent application of the principles of education to the course in each subject of the Public School programme.

The course embraces the following topics:—

(1) An introductory general survey of the Public School course of study with a view to understanding the special object of each subject and the correlation of the different subjects among themselves.

(2) The systematic study of the subject matter of the Public School text-books with emphasis on the elements; special methods of instruction with type lessons and other illustrations of the most important topics, including those detailed under each head below, so that the teacher may know how to use each

text-book. The work in the special methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

NOTE.—Manuals of Method in the subjects of the Public School courses are being prepared. The most important have been already published, including a manual for teaching English to French-speaking pupils.

(3) In the Ottawa and Sturgeon Falls Summer Model Schools for teachers of English-French Schools, the special methodology of teaching English to French-speaking pupils is provided for under Language and Composition below. For the methodology of French Reading and Grammar, no special provision is necessary. Notwithstanding the differences in the content of English and French Reading and Grammar, the methodology of the former may easily be adapted to the latter. In the case of Grammar, however, elementary French etymology should be taken up in the language lessons of Form II on account of the numerous inflections which must be assimilated early in order that the pupil may be able to write and spell even simple sentences.

Language and Composition

The special object of the course in Language and Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English as a fixed unconscious habit.

Oral and written composition: Their relation; the purposes served by each; correction of common errors of speech and of written answers; discussion and exemplification of topics suitable for each Form, with reasons for selection; suggestions as to sources of material; methods of dealing with oral and written compositions; how, and when to teach the sentence, the paragraph and the use of capitals, punctuation marks, etc.; story telling and its value; letter writing; informal grammar taken up in language lessons.

The following special methodology of teaching English to French-speaking pupils of Form I should be discussed and illustrated in connection with the manual:

The Natural, or Direct method: The establishment of the same direct association between experience and expression as exists in the use of the mother tongue —in associating in the mind the impression or idea directly with the English word, and, in the process, the successive use of the eye, ear, and voice—showing, expressing, and having the pupils repeat. The object of the method is to give the pupils the command of the language as a means of oral and written self-expression.

The mother-tongue not required to teach English, if the natural method is properly applied. When required to clear up any difficulty or to avoid a loss of time, its use to be confined to explanations which are absolutely necessary.

The value of Nursery Rhymes and Memory Games as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil to understand clearly the meaning of everything he says, and never to be asked to write or memorize anything that he does not understand clearly, and cannot say correctly.

NOTE.—The classes in the First and Second courses in the methodology of teaching English to French-speaking pupils might for a time be taken together; and, for the class work two hours might be taken from the time allotted in Reg. 10 above to Language and Composition, with four additional hours from the rest of the time available.

Reading

The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to get the writer's thought and feelings, and to communicate them to the listener so that he may appreciate them.

The course embraces the following topics:—

The two stages of reading, primary and advanced; how to start a class of beginners; the sentence, word, phonic, and combination methods; the planning of lessons for each Form; common faults on the part of both pupil and teacher and how to correct them; criticism by teachers and pupils; the use of supplementary readers and supplementary reading.

Spelling

The special object of the course in Spelling is to prepare the teacher-in-training to secure accuracy in the mechanism of written word expression.

The course embraces the following topics:—

The importance and value of spelling to the pupil; relation to phonics; aural and visual types; when to be introduced; difficulties and how to overcome them; transcription and dictation; rewriting; grouping of words; testing and checking; devices for correction.

Literature

The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature.

The course embraces the following topics:—

An investigation of the previous reading of the teachers-in-training; qualities of literature that appeal to children of different ages; scope and purpose of literature in each Form, illustrated by taking up a poetry and a prose selection from each reader; the place and value of memory work; the use of the dictionary; supplementary readings; lesson procedure; preparation by teacher and by pupils; special value of memorization and of oral reading after preliminary study.

Grammar

The special object of the Course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of the pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language.

The course embraces the following topics:—

The relation of language and composition to grammar; the reasons for postponing the introduction of formal grammar to Form IV, the order of developing the subject; the inductive-deductive method illustrated by a few lessons on various topics; method of dealing with analysis and parsing in the class; rules of syntax, their value, treatment of false syntax.

History

The special object of the course in History is to prepare the teacher-in-training to train pupils to adapt human experience to present situations. In the elementary stages, the chief objects at first are to arouse an interest in historical studies and to give pupils a knowledge of their civil rights and duties; and at a later stage to enable them to appreciate the logical sequence of events.

The course embraces the following topics:—

What makes an event important; work suitable for the primary, intermediate, and advanced stages; the value of biography and local history, illustrations; the use of the text-books, and of the reader for Form III; devices in teaching for each Form; supplementary reading; our Flag, its history and significance.

Geography

The special object of the course in Geography is to prepare the teacher-in-training to extend the pupil's knowledge of the earth and its relation to life thereon.

The course embraces the following topics:—

The scope of geography; the observational phase of geography; use of globe and maps; local Geography; dependence of commerce and local industries upon soil, climate, and other physical conditions; study of a continent, of a country; how to use and to draw maps; work outside of school; excursions; how to use the Geography Reader for Form III.

Nature Study

The special object of the course in Nature Study is to broaden and deepen the interests and sympathies of the teacher-in-training, and, through him, those of his pupils.

The course embraces the following topics:—

The relation of nature study to agriculture; special characteristics of a typical nature study lesson; a general discussion of the work suitable for each form and each season; uses and limitations of books, pictures, collections, etc.

Note.—Owing to the time of the year and the shortness of the session, not much can be done in this subject, but the pupils should be directed how to carry on the work of the different Forms. Excursions should be made on Saturday afternoons.

Arithmetic

The special object of the course in Arithmetic is to enable the teacher-in-training to give instruction in the various arithmetical processes, so as to secure accuracy and rapidity. The chief attention should be paid to the work of Forms I, II, and III.

The course embraces the following topics:—

Importance of arithmetic to the life of every child; an outline of the work for each Form; method of each important operation; drill, problems, oral and supplementary work; particular attention to primary number combinations, the four rules, fractions, tables; importance of accuracy, neatness, and speed, and how to attain them; the use of the prescribed apparatus.

Writing

The special object of the course in Writing is to enable the teacher-in-training to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results with the pupils.

The course embraces the following topics:—

Penholding; position at desk; position of paper; various movement exercises; formation of the small and capital letters and the figures; practice on paper and on the black-board; importance of good writing in all school exercises.

Note.—Owing to the shortness of the session, not much more can be done in class in this subject than to direct the teacher-in-training how to use for his own and

his pupils' instruction the books prescribed for the course. The teacher-in-training will be expected to hand in from time to time during the session exercises for the teacher's criticism. The writing in the schools is so generally defective that these exercises must be insisted on.

Art

The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training in his æsthetic nature, and such facility in the use of Art as a means of expression as will enable him to develop like tastes and powers in his pupils.

The course embraces the following topics:—

The representation of common objects; grouping of objects, grasses, flowers, and trees, illustration of games, stories, etc.; black-board drawing; map drawing. All work should be freehand.

The course is to be taken up with pencil and colours, and the materials used by the teacher-in-training should be confined to those procurable by the pupils of an ordinary school, as follows:

1. Long paint box, containing blue, red, yellow, and black, 25 cents.
2. Drawing pencil "B" "BB," or 3B; according to make, 10 or 5 cents. The ordinary school pencil is the only other lead pencil required.
3. Soft charcoal; a box containing 50 sticks, 15 cents.
4. Coloured crayons (crayograph or crayola); a box, 10 cents.

The foregoing outfit may be obtained from The Geo. M. Hendry Co., Toronto.

NOTE 1.—Owing to the shortness of the session, not much more can be done in class in this subject than to direct the teacher-in-training how to carry on his own studies and the pupils' work in the different Forms.

NOTE 2.—The Public School Manual in Drawing will be ready before the close of 1913. The Prang Art Text-books, which may be used in the meantime, have been planned for use by the pupils, but they must not be so used in Ontario. A careful study, however, of the lessons in these books, together with the working out of the different exercises by the teachers, will be found to be very beneficial. There are seven books in all of the series; the first three outline many conversational lessons intended to cultivate observation in the case of young children, and, in all the books, the illustrations show the teacher how to express similar ideas in a similar way; they are not intended for copying. The teacher should use the materials at hand and in season for his lessons, with the books as a guide in his own work.

Music

The special object of the course in Music is to train the teacher-in-training in the use of Music as a means of self-expression and of æsthetic culture.

When practicable the study of Rote Songs adapted to the lower Forms should be taken up as often as possible. This should begin with the simpler elements of time and tune, proceeding to more advanced grades.

NOTE.—*The Educational Music Course* (The Canada Publishing Co., Toronto) may be referred to.

Physiology and Hygiene

The special object of the course in Physiology and Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

The course includes general instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of The Public Health Act; modes of preventing the spread of these diseases.

The rest of the course should consist of general directions, how to take up the subject in Forms I and II, and how to use the Reader for Form III, and the text-book for Form IV.

Physical Training

The special object of the course in Physical Culture is to enable the teacher-in-training to make proper provision for the physical training of his pupils by means of a series of graded exercises to be used as recreation in class-room in intervals between classes, and of recreative gymnastics or gymnastic games, and indoor and outdoor games.

As much practice as possible should be given in the foregoing, at the Summer Model School. Part of the recess period might, with advantage, be used for this purpose. Each teacher is required to put into practice in his school the course detailed in *The Syllabus of Physical Exercises for Public Elementary Schools.*

SYLLABUS OF COURSES

Second Year

The Second Course of Study outlined below includes a review of the subjects of the First Course, and should be used as a guide by the teacher in preparing himself for the Second Summer course, when, as far as practicable, the details under each head will be taken up in class.

Preliminary

Before taking up the Second Year's Course at a Summer Model School, the student is expected to have made himself familiar with the text-books prescribed for the First Course as well as with the following:

McMurray: *The Method of the Recitation.*

Gordy: *Psychology.*

Millar: *School Management.*

Educational Principles and General Methodology

Aim of Education: Examination of the chief current definitions of Education; relation of aim to procedure in Education;

Laws underlying the Process of Teaching: The relation of analysis to synthesis, of induction to deduction; purpose of methods of instruction.

The Plan of the Recitation: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

Questions and Answers: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning: examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and

interests; methods of eliminating, strengthening, or modifying instincts and interests.

Habit and Association: Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall: functions of the drill lesson and of the review lesson: methods of conducting drill and review.

Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented: how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work: its bearing upon the development of character.

School Organization and Management

The Teacher: Natural qualifications of a good teacher; importance of scholarship, training, experience, professional studies, wide culture, Teachers' Association, and good magazines, professional and cultural, etc.: the teacher's relations with the principal, the inspector, trustees, parents: civic and social duties: personal power and influence in the school and the community: daily preparation for teaching; correcting written exercises; care of health.

Classification: The value of school organization; evils of over-classification; promotions, when and how made.

The Daily Programme: Principles involved in the construction of a time-table; seat work; individual black-board work; the question of fatigue; typical time-tables for ungraded schools; school records.

Written Examinations: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

School-room Routine: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

Desirable Habits: Punctuality, neatness in person and in work, accuracy: promptness; quietness: industry: obedience; the relation of the preceding to moral training; good manners.

School Incentives: Kinds and office: effects on character, on school work, on health.

Order and Discipline: What is meant by good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment, ends and necessity, right conditions, characteristics of judicious punishment, injudicious punishment, the discipline of consequences.

Physical Education: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized and unorganized play; the teacher on the playground; physical exercise within the school.

The Kindergarten: Its essential principles; relation to the school system as a whole.

Ontario School Law and Regulations and Public Health Act and Regulations: The second course is a review of the First Course.

Special Methodology

The directions already given for carrying on the First course apply to the Second course as well.

Language and Composition

Oral and Written Composition: Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

NOTE.—For the outline of the course in the methodology of teaching English to French-speaking pupils, see First Course.

Reading

The Scope of Reading: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods in Reading: The word, sentence, phonic, and combination methods; devices for securing rapid word recognition and for fixing attention on the thought, as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

Forms of Reading: The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Spelling

Scope of Spelling: Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials for Spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

Selection of Subject-matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; list of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Methods in Literature: The application of the general principles of method to the teaching of literature; methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought-elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

Examinations in Literature: Difficulties of examining in literature: specimen examination questions.

Teacher's Preparation: Special importance of teacher's own qualifications; private reading-courses for teachers; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

Grammar

Meaning of grammar; the relation of grammar to speech, correlation with other subjects; reasons for deferring the formal study till Form IV.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises: treatment of false syntax.

History

The Scope of History: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects: parts enlarged in the academic review; what makes an event important.

Methods in History: The recitation, its form and purposes. Oral teaching and black-board work by teacher, and of written exercises at seat and at black-board by pupils; oral and written work; the use of pictures, maps, etc., of the readers and the text-books; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades, the place and purpose of local history and the history of the aborigines and pioneers.

Biography: The natural attractiveness of biography; the relation of biography to history; the use of a study of biography in the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets scientists, etc., as representing more complex conditions, for pupils of higher grades.

Epochs: Their relation to biography; systematic chronological study of history and its value and dangers; the causal sequence of events.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Supplementary Material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades, significance and value of our Flag.

Geography

The Scope of Geography: Its relations to other subjects, especially to Nature Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies, rock formation and soils, distribution of mineral products, plant and animal life, the

earth's relation to other heavenly bodies, weather and climate, man's relation to the rest of the world; commercial and political geography.

Methods in Geography: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views; sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions in connection with the observations in local geography; the use of the reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by teacher owing to the mass of details.

Nature Study

The Character and Scope of Nature Study: Its relation to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions; the study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools.

Arithmetic

The Scope of Arithmetic: Its relation to the other subjects of the Curriculum; importance of its practical aspects as related to the lives of the pupils; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of the text-book and the prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy, and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; black-board work; drill and examination work in arithmetic; checking written work in the class-rooms.

The various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in rural Public School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting; measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers; recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

Methods in Writing: Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the black-board to teach the correct form of each letter singly and in combination: how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

Art

The Scope of Art: Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to Use the Various Mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing with pencil of common spherical, cylindrical, and rectangular objects, illustrating the principles of freehand perspective.

Black-board Drawing: White and coloured crayons and charcoal.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

Music

Tune: Practice in singing, from the Tonic-Solfa modulator, the simpler intervals of the Major Scale in various keys.

Time: Practice in singing simple time exercises in two, three, four, and six pulse measure, containing continued tones and easy divisions of the beat.

Voice Culture: Practice in breath control and exercises calculated to promote correct habits of voice production in speaking and singing.

Songs: The study of Rote Songs adapted to the lower forms of Public Schools.

The study of songs learned by note, from the Tonic Solfa, or Staff notation. This should commence with the simpler elements of time and tune, and proceed to more advanced grades, as may be found practicable in the time available for this purpose.

Physiology and Hygiene

General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act;* modes of preventing spread of these diseases.

Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat stroke, burns; bandaging.

Physical Culture

The First Course continued and extended.

May 1913.

SYLLABUS OF THE SPRING AND SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN HOUSEHOLD SCIENCE

(Circular No. 1 F)

University of Toronto

The Spring and Summer Courses for Teachers' Certificates in Household Science are conducted for the Department of Education by the Extension Committee of the University of Toronto in the Department of Household Science.

The Spring Session will last for 10 weeks, from April 21st to June 27th, and the Summer Session for 5 weeks, from July 3rd to August 8th.

Admission

Spring Session

The Spring Courses are open to Grade A teachers-in-training at the Normal Schools who have passed the prescribed final examinations, and to other teachers with at least Second Class certificates who are actually engaged in teaching in the provincial schools, and whose admission has been approved by the Minister on application by the candidate.

The teachers duly admitted to such courses will be allowed $4.00 a week towards the cost of board and lodging, with free tuition and travelling expenses, as set forth below, provided that each applicant shall, on admission, agree to teach the first three subsequent years of her teaching experience in the Province of Ontario, or to refund a proportionate amount of the foregoing allowances for each year she does not teach in Ontario.

A list of boarding houses will be supplied with the card of admission, and the payments of the allowances for board will be made fortnightly on the certificate of Miss Laird that the student has attended regularly. For residents of Toronto, no such allowances will be made.

A teacher will be allowed for travelling expenses one first class railway fare each way from and to her home, or from the Normal School and to her home. Charges for sleepers, meals, and baggage transfers will not be allowed. A Standard

Receipt for the fare paid should be secured from the ticket agent on the purchase of a single first class ticket to Toronto. On arrival at Toronto, this receipt should be deposited with Miss Laird on the first opportunity.

NOTE 1.—For admission Normal School Grade A candidates should apply to the Principals of the Normal Schools.

NOTE 2.—Candidates whose admission must be approved by the Minister, shall first apply to him and shall thereafter submit his letter of approval with their application for admission to the Spring School to Professor Abbott, University of Toronto, not later than April 15th.

Summer Session

Any teacher with a legal qualification as a Public or Separate School teacher may be admitted to the Summer Session in Household Science. These Courses are free of tuition fees to teachers actually engaged in teaching in the schools of the provincial system.

NOTE.—For admission to the Summer School, a candidate should apply to Prof. Abbott, Secretary to the University Extension Committee of the University of Toronto, Toronto, not later than May 31st, stating the grades of his professional and academic certificates, and the school in which he is now teaching.

Subject to the approval of the Extension Committee, others may attend the Summer Courses upon payment of $10.00 for one course, or of $18.00 for the two.

Certificate

Spring Session

The work required for a Certificate in Elementary Household Science is covered in one Session. Such Certificates, valid in rural and village Public Schools, will be granted to those students whose work, as represented by regular attendance, laboratory and other practice, and final and other examinations, shows satisfactory progress and ability to teach Household Science in the schools. Students whose work or conduct is unsatisfactory at any time during the session will be asked to retire.

Summer Session

The work in Household Science covered in one Spring Session is covered in two parts in two consecutive Summer Sessions. At the end of the first session students will be given certificates of attendance; at the end of the second session those successful will receive the certificate in Elementary Household Science. The work will be so taken up in each part that students may enter in either part, thus being able to cover the full course in any two consecutive Summer Sessions. See Circular 3.

Character and Requirements of the Spring and Summer Courses

The object of these courses is to enable the teacher to give instruction in Elementary Household Science in schools which have not a fully equipped department. The instruction is adapted to the needs of the rural school pupil. It should be understood, however, that this course does not provide a full training in Household Science.

The instruction is given by means of lectures and laboratory work, and is both scientific and practical. The classes are held every week day except Saturday, from 9 a.m. to 12, and from 2 to 4 p.m.

Students are required to provide themselves with plain white aprons for work in food laboratories. Dark ones may be worn in household management classes.

A deposit fee of one dollar ($1.00) payable to Miss Laird, is required of each student. This amount, minus the cost of equipment destroyed, will be returned at the end of the term.

COURSES OF STUDY

Spring Session

FOODS AND THEIR PREPARATION

(Three hours a day)

In this course lectures on food and its relation to the human body are given. The scientific principles of combustion, the construction and care of coal and gas ranges, and methods of applying heat to food materials are taught. The laboratory work also includes the preparation and cooking of staple foods, such as vegetables, cereals, fruits, meats, eggs, milk and cheese. Practice will be given in planning and preparing simple meals.

HOUSEHOLD MANAGEMENT

(Two hours a day)

The House: Planning, furnishing, heating, lighting, ventilation, disposal of waste, etc.

A study of cleansing agents and methods of using them with practical applications in the care of rooms of the house, utensils, linen, etc.

Home Care of the Sick and Emergencies: Care and disinfection of sick rooms, making of beds, making of poultices, immediate treatment of everyday injuries, simple bandaging, etc.

Summer Session

Part I. To be given in 1914

FOODS AND THEIR PREPARATION

(Three hours a day)

In this course lectures on food and its relation to the human body are given. The scientific principles of combustion, the construction and care of coal and gas ranges, and methods of applying heat to food materials are taught. The laboratory work also includes the preparation and cooking of foods, such as cereals, vegetables and fruits.

HOUSEHOLD MANAGEMENT

(Two hours a day)

This course includes a study of cleansing agents and methods of using them, with practical applications in the care of rooms of the house, utensils, linen, etc.

Part II. To be given in 1913

FOODS AND THEIR PREPARATION

(Three hours a day)

This course is normally a continuation of "Foods and Their Preparation" of Part I, although, since it involves similar principles, it may be taken first if desired. It includes a special study of meats, eggs, milk and cheese. Practice will also be given in the planning and serving of simple meals.

HOUSEHOLD MANAGEMENT

(Two hours a day)

This course is normally a continuation of "Household Management" of Part I, although it may be taken first if desired.

The House: Planning, furnishing, heating, lighting, ventilation, disposal of waste, etc.

Home care of the Sick and Emergencies: Care and disinfection of sick rooms, making of beds, making of poultices, immediate treatment of everyday injuries, simple bandaging, etc.

Examinations

Examinations on the work covered will be conducted immediately after the close of each Session. In every case the standing is determined by the laboratory and written examinations taken together.

In the case of the Summer Sessions the standing is determined by the results of the Examinations of two consecutive Sessions taken together.

The basis upon which standing is determined is as follows:

Foods and Their Preparation: Laboratory work, 100 marks. Written Examinations (Term and Final) 100 marks.

40 per cent. on each and 60 per cent. on the total is required.

Household Management: Laboratory work 50 marks. Written Examinations (Term and Final) 100 marks.

40 per cent. on each and 60 per cent. on the total is required.

Special Grants to School Boards and Teachers

1. The Public or Separate School Board of Trustees of a village or rural school which is unable to avail itself of the provisions of the General Regulations but which maintains classes in Elementary Household Science satisfactory to the Minister of Education, employs a teacher with a Departmental Certificate in this subject, and provides accommodations and equipment satisfactory to the Minister, shall be paid an initial grant not exceeding $50 and a subsequent annual grant of $30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction in the subject. In no year, however, shall the Legislative Grant exceed the total expenditure of the Board for these classes.

2. On the report of the Inspector of Household Science that the organization and the teaching are satisfactory, an annual grant of $30, in addition to the regular salary paid by the School Board, will be paid by the Minister out of any appropriation made by the Legislature for this purpose, to each legally qualified teacher who holds also a certificate in Household Science, and who gives instruction in accordance with the Regulations of the Department of Education.

March, 1913.

SYLLABUS OF THE SPRING AND SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN ART

(Circular No. 1 G)

Ontario College of Art

The Spring and Summer Courses for Teachers' Certificates in Art are conducted for the Department of Education by The Ontario College of Art in the Normal School Building, Toronto.

The Spring session will last for 10 weeks, from April 21st to June 27th, and the Summer session for 5 weeks, from July 3rd to August 8th.

Admission

Spring Courses

The Spring courses are open to grade A teachers-in-training at the Normal Schools who have passed the prescribed final examinations, and to other teachers with at least Second Class Certificates who are actually engaged in teaching in the provincial schools, and whose admission has been approved by the Minister on application by the candidate.

The teachers duly admitted to such courses will be allowed $4.00 a week towards the cost of board and lodging, with free tuition and travelling expenses, as set forth below, provided that each applicant shall, on admittance, agree to teach the first three subsequent years of his teaching experience in the Province of Ontario, or to refund a proportionate amount of the foregoing allowances for each year he does not teach in Ontario.

A list of boarding houses will be supplied with the card of admission, and the payments of the allowances for board will be made fortnightly on the certificate of Principal Reid that the student has attended regularly. For residents of Toronto, no such allowances will be made.

A teacher will be allowed for travelling expenses one first class railway fare each way from and to his home, or from the Normal School and to his home. Charges for sleepers, meals, and baggage transfers will not be allowed. A standard receipt for the fare paid should be secured from the ticket agent on the purchase of a single first class ticket to Toronto. On arrival at Toronto, this receipt should be deposited with Principal Reid on the first opportunity.

Summer Courses

Any teacher with a legal qualification as a Public or Separate School teacher may be admitted to the Summer School of Art. These Courses are free of tuition fees to teachers actually engaged in teaching in the schools of the provincial system.

NOTE.—A candidate for admission should address Principal Reid, of the Ontario College of Art, in the case of the Spring Courses not later than April 15th, and of the Summer Courses not later than May 31st, stating the grades of his professional and academic certificates, and the school in which he is teaching.

Certificates

Teachers who hold a legal qualification as Public or Separate School teachers, and who pass the written and practical examintions in the subjects of the First Course, as prescribed below, will be granted certificates as Teachers of Elementary Art.

Teachers who hold a First or Second Class certificate, and who pass the written and practical examinations in the subjects of the First Course, as prescribed below, will be granted certificates as Art Supervisors in the Public and Separate Schools.

NOTE.—After 1913, candidates for certificates as Supervisors will be required to take the same courses and examinations as Art Specialists.

Teachers who hold at least a First Class or a High School Assistant's certificate, and who pass the written and practical examinations in the subjects of the First and Second Courses, as prescribed below, will be granted certificates as Art Specialists in High and Continuation Schools and Collegiate Institutes.

Courses of instruction taken and Certificates obtained elsewhere may be accepted *pro tanto* by the Minister of Education.

COURSES OF STUDY

The courses at the College cover as far as possible in each session the work indicated in the syllabus below under the headings, First Course and Second Course.

The First and Second Courses will be taken up concurrently, and when students enter who have covered parts of either course by previous work, they will take up the study of the remaining subjects.

Neither the Spring nor the Summer sessions are to be understood as completing either the First or the Second Course detailed below. Each course represents for beginners a full year of study in the College of Art.

Correspondence Courses, being the continuation of the work done in the College, will be provided. Such courses, however, may be taken only after a period of work satisfactory to the Principal of the College, in one of the courses prescribed below.

NOTE 1.—The work of the regular school year in the College of Art is taken up in three divisions: the Fine Arts Course, the Applied Arts Course, and the Teachers' Course. Teachers who enter during the regular school year must pay the College fees.

NOTE 2.—The Prospectus of the College, giving a detailed syllabus of the different courses may be had on application to the Secretary of the College, Normal School Building, Toronto.

First Course

DRAWING

Elementary Descriptive Geometry in its relation to Perspective.
Elementary Perspective.
Elementary Drawing from Geometrical Solids, Simple objects, and Natural forms.
Elementary Drawing from the Antique and from Life.
Sketching in various Black and White Mediums.
Blackboard Drawing.
Drawing from Memory.
Elementary Illustration.

MODELLING

Elementary Modelling.
Modelling from details of Antique Cast.
Making of moulds and Casting in Plaster.

PAINTING

Drawing with Coloured Chalks and Crayons.
Brush exercises and simple painting with Water Colours.

DESIGN

Geometric forms and Ornament.
Decorative treatment of Natural forms.
Applied Design.

DEMONSTRATIONS, LECTURES AND READING COURSE

Composition.
Theory of Colour.
Mediums for Drawing and Painting.
Mechanical Processes of Reproduction.
Principles of Design.
Synopsis of the History of Art.
Critical study of Works of Art.
Methods of Teaching Art in Public Schools.

Second Course

DRAWING

Drawing from the Antique.
Drawing from Life, Still Life, Landscape and Architectural forms.
Sketching in various Black and White mediums.
Blackboard Drawing.
Drawing from Memory.

PAINTING

Drawing from Life and Still Life with Coloured Chalks and Pastels.
Elementary Painting with Oil and Water Colours.

MODELLING

Modelling from the Antique.
Modelling from Life.

DESIGN

Historic Ornament.
Basic forms of Design.
Decorative treatment of Natural forms.
Application of Design to Crafts and Manufactures.

DEMONSTRATIONS, LECTURES AND CORRESPONDENCE COURSE

The Principles of Design and Applied Art.
Composition.
Theory of Colour.
Mediums for Drawing, Painting, and Modelling.
History of Art.
Critical Study of works of Art.
Perspective.
Artistic Anatomy.
Methods of teaching Art in Continuation and High Schools and Collegiate Institutes.

Books of Reference Recommended

The following are recommended for reference in the different courses:

First Course

The Teaching of Drawing. Polak and Quilter $0 60
University Tutorial Press, London.

The Training of the Memory in Art. Lecoq 1 60
Macmillan & Co., Toronto.

Blackboard Drawing. Seaby 65
Nelson & Sons, Edinburgh.

Elements of Drawing and Perspective. Ruskin.
Geo. Allen & Sons, 44 and 45 Rathbone Place, Oxford St., London. Students Edition .....3s. 6d. to 12s. 6d.
J. M. Dent & Sons, 29 and 30 Bedford St., London, W.C.
Everyman's Library .....1s. to 2s. 6d.
E. P. Dutton, New York.

The Art of Modelling in Clay and Wax. Simonds $0 25
Allen & Sons, London.

Line and Form. Crane 1 50
Bell & Sons, London.

Manual of Historic Ornament. Glazier 2 00
Batsford, London.

Decorative Illustration of Books. Crane 1 50
Bell & Sons, London.

Apollo, Story of Art throughout the Ages. Reinach 1 50
Heinemann, London.

A Child's Guide to Pictures. Caffin 1 25
Baker & Taylor, New York.

Second Course

Elementary Art Teaching. Taylor 1 25
Chapman & Hall, London.

Practical Hand Book of Drawing for Modern Methods of Reproduction. Harper 1 80
Chapman & Hall, London.

Book Illustrations of To-day. Sketchley 1 50
Trubner & Co., London.

Anatomical Diagrams. Dunlop 1 20
Bell & Sons, London.

Figure Drawing. Hatton 1 50
Chapman & Hall, London.

Modelling. Vol. I. Lanteri 2 85

The Practice of Oil Painting. Solomon 1 20
Seely, Service & Co.

Apollo, Story of Art Throughout the Ages. Reinach 1 50
Heinemann, London.

How to Study Pictures. Caffin 2 00
The Century Co., N.Y. Briggs, Toronto.

Scheme of Examinations

Candidates will be required to submit to the examiners specimens of their work and to pass written and practical examinations, in accordance with the following scheme:

A. SPECIMENS OF WORK

At each examination specimens of work shall be submitted by the candidate as follows:

I. For Certificates as Teachers of Elementary Art

The practical work done by the candidate during the course and such special tests as the staff may impose.

II. For Certificates as Art Supervisors

(1) Group of four drawings in pencil, treating a simple arrangement of still life in the following stages: placing and first lines of construction, blocked outlines, a finished outline, light and shade drawing in simple tones.

(2) Two drawings in charcoal from the antique cast, one of which should be of the full figure.

(3) Three groups of mounted sketches, twelve in all, of varied subjects, figures, animals, landscape, and interiors in various mediums, including the cheaper mediums suitable for school purposes.

(4) Two examples of modelling in plasticine and one example in casting.

(5) Four studies in design, including one drawing each, original conventionalized design of flowers from nature, lettering of short sentence, original book cover design, design for piece of furniture.

(6) Two illustrations of given subjects which shall involve problems in Perspective.

III For Certificates as Art Specialists

First Course

The same specimens as those prescribed for candidates for certificates as Art Supervisors.

Second Course

(1) Four Drawings from the Antique.
Four Drawings from Life.
Sketches and notes covering one year's work.
Exercises in Blackboard and Memory drawing.

(2) Four drawings with Coloured Chalks and Pastels from Life and Still Life.
Two Paintings with Water Colours.

(3) Two examples of Modelling from the Antique and from Life.

(4) One example of Historic Ornament.
Four examples of Basic forms for Design.
Four original Conventionalized Designs for application to Crafts and Manufacture.

B. WRITTEN EXAMINATIONS

Candidates shall pass written examinations as follows (one paper, valued at 100 marks, in each subject or group of subjects):

First Course

History of Art.

Theory of Colour, Materials for Drawing and Painting, and Mechanical Processes of Reproduction.

Descriptive Geometry and Perspective, Methods of Teaching Art in Public Schools.

Principles of Design and Applied Art.

Second Course

History of Art.

Artistic Anatomy, Perspective, Methods of Teaching Art in Continuation and High Schools and Collegiate Institutes.

The treatment of Materials in Design, Relation of Design to Crafts and Manufacture.

Composition, Critical Study of Works of Art.

Theory of Colour, Mediums for Drawing, Painting, and Modelling.

C. PRACTICAL EXAMINATIONS

Candidates shall also demonstrate their proficiency by practical tests in the following subjects:

First Course

Blackboard Drawing.
Time drawing from Objects or Cast.
Time Drawing from Life.
Drawing from Memory of either of above exercises.
Exercise in Elementary Design in Colour.
Illustration of given subject.
Time exercise in Modelling from the Object.

Second Course

Blackboard Drawing.
Time study in Colour from the Object.
Time drawing from Life.
Drawing from Memory.
Exercise in Design in Colour.
Pictorial Composition of given Subject.
Time exercise in Modelling from Cast.

GENERAL

(1) Immediately after the close of the Spring and the Summer Session, the examinations, both written and practical, for certificates in Elementary Art will be held by the staff of the College.

(2) Immediately after the close of the Summer Session, the written examination for Art Supervisors and Art Specialists will be held on papers set by examiners appointed by the Minister of Education, and the practical examination will be held by the members of the College staff.

(3) The Specimen drawings for all the courses shall be of uniform size, full sheet charcoal paper, or mounted on paper or board of similar size, and shall be fixed and kept flat. They shall be submitted immediately before the written examinations.

(4) Each candidate must certify that the work submitted by him has been done wholly by himself.

(5) At the written examinations candidates must show familiarity with the current nomenclature and technical expressions used in the Fine Arts as established by British usage.

(6) The practical examinations and the drawings submitted shall be satisfactory to the examiner. The pass mark at the written examinations shall be 40% of the marks for each paper and 60% of the aggregate marks for all the papers.

SPECIAL GRANTS TO TEACHERS AND SCHOOL BOARDS

1. Subject to conditions set forth in Circular 2 A, which may be obtained on application to the Deputy Minister of Education, an annual grant of $50.00 will be made by the Department of Education, to a Continuation or High School or Collegiate Institute Board, to be spent in the purchase of pictures for the school, provided the Board spends at least an equal amount for the same purpose; and of $100.00 to the teacher of the Middle School Course in Art therein who holds an Art Specialist's certificate from the Department of Education, and an additional $100.00 if he holds also the Diploma of A.O.C.A. from the Ontario College of Art.

2. On the report of an Inspector designated by the Minister, that the accommodations, equipment, organization, teaching, and the pupils' work are satisfactory:—

(1) An annual grant of $50.00 will be made by the Department of Education to a Public or Separate School Board, to be spent in the purchase of pictures for the school, provided the Board spends at least an equal amount for the same purpose; and of $100.00 to the Art Supervisor therein who holds an Art Specialist's certificate from the Department of Education, and an additional $100.00 if he holds also the Diploma of A.O.C.A. from the Ontario College of Art.

(2) An annual grant of $25 will be made by the Department of Education to a Public or Separate School Board to be spent in the purchase of pictures for the school, provided the Board spends at least an equal amount for the same purpose; and of $30 to the teacher therein who holds a certificate in Elementary Art from the Department of Education and who has general charge of the Art work in the school.

March, 1913.

SYLLABUS OF THE SPRING AND SUMMER COURSES FOR TEACHERS AT THE ONTARIO AGRICULTURAL COLLEGE, GUELPH, IN AGRICULTURE AND HORTICULTURE

(Circular No. 13 B)

SPRING SCHOOL IN AGRICULTURE, 1913

The fifth Spring School for the instruction of teachers in Elementary Agriculture and Horticulture will be held at the Ontario Agricultural College, commencing April 21st.

Scholarships.—For this instruction the Ontario Department of Education

offers scholarships to teachers consisting of free tuition, board, and transportation. At the regular charges for board and tuition these are worth from $45 to $70, depending on railway expenses.

The scholarships are open to (1) Grade A teachers in the Normal Schools, who are successful at their Easter examinations, and (2), subject to the Minister's approval, to other teachers holding Second Class certificates who having been engaged in teaching up to Easter and desiring to better prepare themselves for service in the rural communities, have either arranged with their trustees for leave of absence, or if intending to take up teaching in another school, have withdrawn from their schools at Easter upon satisfactory arrangements being made by the trustees for a successor.

Applications.—All applications should be made not later than April 15th; Grade A Normal School students, to the Principals of the Normal Schools; others, first to the Minister of Education, for his approval, and then to Director McCready, enclosing the approval. When applying, teachers should state the grades of their academic and professional certificates, and the school in which they are teaching.

Teachers receiving scholarships will sign an agreement to teach the following three years in the public or separate schools of Ontario or to reimburse the Department of Education for any unfulfilled part of the contract at the rate of $15.00 per annum.

Course Open to Other Teachers.—Any teachers desiring to take the course without signing a contract will be permitted to do so upon payment of the regular fee charged for a term at Macdonald Institute—$15.00. Such teachers may board in the College Residence at the regular rate of $3.50 a week.

Scholarships for Rural Teachers Chiefly.—In awarding the scholarships, consideration will be given to teachers who have good records as teachers and students. Teachers brought up in the country, or knowing country conditions well, will be preferred. As this work is arranged primarily for promoting the teaching of agriculture in rural and village schools, the scholarships will be granted as far as possible to teachers intending to continue in such schools.

Good health is required for admission. Students showing signs of tubercular or nervous trouble will be asked to retire. The work to be undertaken requires that students should be in the very best of health, and not afraid of work. Only strong and serious-minded students are desired.

Faculty of Instruction.—The instruction will be given under the supervision of the President and with the assistance of the heads of the College Departments.

Arrangements will be made for special lectures by others interested in matters concerning country life and the industrial phases of education.

Regulations and Instructions.—A contingency charge of $1.00 is payable at registration, covering cost of keys, etc. This is returned at the close of the term, less any charges for losses or breakages.

Students are required to furnish their own materials for plant collecting, etc.; and to pay for laboratory breakages. They should come prepared to purchase all necessary equipment for the work at the commencement of the course. This will cost two or three dollars and may be bought at Guelph.

The College Boys' Residence is being vacated for the use of lady teachers. No boarding accommodations will be supplied at the College for gentlemen. Information in regard to boarding houses may be secured at the President's Office at the time of registration.

Rules for Residence.—1. The occupants of rooms are responsible for the furniture, beds, and all other articles placed at their disposal, and are required to pay for all breakages of or damages to any such articles.

2. Residents may not invite relatives or friends to stay over night or to take meals in the dining-room.

3. Residents shall not at any time, for any purpose whatever, take glasses, spoons, or other articles from the dining-room.

4. Each student is required to remain in her room and work quietly during study hours.

5. The bell will ring for study at 8 p.m., and for cessation of study at 10 p.m. Students are not permitted to leave the residence after study hours.

6. Lights will be out at 10.30 p.m. Each student is required to be in her room and perfect quietness must be observed in residence after this hour.

7. Punctuality at meals is required, and grace will be said five minutes after the bell rings, when each student is expected to be in her place.

8. Any student too ill to go to the dining-room must send in report to the Resident Mistress.

9. Students expecting to be out to tea must report to the Resident Mistress at noon, and on return.

10. Students are required to make their beds and leave their rooms tidy before going to lectures at 8.30 a.m.

11. Students can not be permitted to go home or to go visiting on holidays or Sundays.

Residents of the College should be able and willing to control themselves. The President desires to permit as much freedom as possible, but it will be recognized that the occupants of so large a building must exercise a large measure of self-restraint in order to live and work together comfortably. The students must, therefore, agree to observe the rules. Any student whose work or conduct is unsatisfactory will be refused a certificate and asked to retire.

Instruction re Travelling and Equipment.—Teachers should arrange to reach Guelph on Monday, April 21st; classes will be organized on Tuesday morning.

A Standard Railway Certificate should be secured from the ticket agent on purchase of Single First Class ticket to Guelph. On arrival in Guelph these certificates should be deposited with Director McCready at the first opportunity. At the close of the term return tickets will be issued at One Third of First Class rate plus 25 cents for viséing the certificate provided fifty students have attended. A teacher will be allowed his or her actual travelling expenses, from and to her home, or from the Normal School and to her home. Charges for sleepers, meals, and baggage transfers will not be allowed.

On arrival at Guelph, teachers will please take first trolley car to the College, reporting at the President's Office. Arrangements can be made there for bringing up their luggage, but teachers will meet the charges for this. Teachers arriving on late trains should take a cab to the college; the charge is 50c.

Equipment. As a considerable part of the work is taken out-doors in field, forest, and garden, lady teachers should provide themselves with stout boots, short walking skirts, outing hats, old gloves, etc. Science books, field glasses, magnifying glasses, drawing equipment, etc., will be found useful. All such supplies as mounting paper, insect boxes, etc., will be provided teachers at cost.

Rooms. Two ladies will be assigned to each room, each lady being at liberty to designate her room-mate.

Each bedroom is furnished with two beds, tables, chairs, mattresses, blankets, and counterpanes for the two occupants, and with a bureau, washstand, and the necessary bedroom china.

Each teacher is expected to provide her own table napkins, napkin ring, medicine spoon or glass, toilet soap, towels, pillows, pillow covers, sheets, and laundry bag. Each should bring at least:—

4 ordinary towels, 2 bath towels, 4 sheets, about 60 x 90 inches, 4 table napkins, 1 laundry bag, 1 pillow, 2 pillow covers. These should be plainly marked.

Teachers are permitted to bring rugs, pictures, etc., but are not allowed to drive tacks or nails into the walls, woodwork, or floor.

The College laundry cares for the teacher's bedroom linen and table napkins. Personal laundry must be done at city laundries.

Character of the Course.—The object of this course is to train teachers in subjects directly bearing on the problems of agriculture and the work of school gardening.

The instruction will be given in lecture room, laboratory, workshop, garden, and field. The theory and demonstration of the lecture and laboratory will illustrate the out-of-door practice; it will be elementary in character, the needs of pupils in the rural school being kept always in view. Most of the instruction will be of a practical nature and much of it will be given out-of-doors. There will be a relatively small amount of time given to book work.

The whole College equipment of garden and orchard, farm and experimental plots, stables, workshops, museums, campus, greenhouses, laboratories, forest nurseries, experimental wood lot, and dairy and poultry farms will be at the service of students for observation.

The course is for teachers who have to deal with Public School pupils and not for students preparing to become experts in the Science of Agriculture. The subjects will be taken up from this viewpoint.

Note.—Special attention will be given to the subjects of School Gardening, Botany, Horticulture, Field Husbandry, Physics, and Entomology.

Time Table.—The following weekly time table shows the probable allotment of time for each subject:

——	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 to 9.30...	Opening Exercises, Class Discussions, Review Work				
9.30–10.45....	Physics	Entomology	Physics	Entomology	School Gardening methods and studies
10.45–12.00....	Chemistry	Botany	Field Husbandry	Botany	Bacteriology
2.00–3.15.....	Field Husbandry	Fruit, Vegetable or Landscape Gardening	English	Field Work in Botany and Entomology	Visits to local Industries or field work in Physics or Orchard
3.15–4.30	Botany	Floriculture	Library, Reading, Etc.	do	do

Every opportunity will be used to train teachers in play, singing, etc., so that these factors in education may be made of good use in country schools.

CERTIFICATE.—A certificate in Elementary Agriculture and Horticulture will be granted to those students whose work, as represented by regular attendance, garden practice, individual experiments, laboratory work, collections, written records and final examinations, shows satisfactory progress and ability to carry out this work in the schools.

Students whose work or conduct is unsatisfactory will be asked to retire.

FORM OF CONTRACT.—The following is the form of agreement to be signed by the teachers who receive scholarships:—

In consideration of my receiving a free course of instruction at the Ontario Agricultural College in Elementary Agriculture and Horticulture, I agree (health permitting) to teach in the Public or Separate Schools of Ontario for the following three years, and to give instruction as far as circumstances permit, along the lines of my special training. In case of my withdrawal from such teaching or of my failure to fulfill any part of this agreement, I undertake to reimburse the Department of Education for the expense incurred in this course to the extent of $15.00 for each year of the contract unfulfilled, and proportionally for any fraction of a year.

.....
Teacher.

.....
.....Witness.
Dated at .....
..... day of ..... 191 .

NOTE 1.—The above contract does not prevent a teacher applying for and receiving leave of absence from the Department of Education for a portion of the three-year period for studying, resting, travelling or other sufficient reason, but not for teaching elsewhere.

NOTE 2.—Teachers in attendance at the Normal Schools should apply to the Principal of the Normal School. Other applicants should apply to the Minister of Education, Toronto, at the earliest possible date.

NOTE 3.—Applicants will be informed of the acceptance or non-acceptance of their application as early as possible before the course begins.

NOTE 4.—As the authorities at the Agricultural College have been caused more or less trouble in previous years by the failure of applicants to attend, it is desired that only those teachers who are not looking for positions should apply.

NOTE 5.—If the applicant is a teacher actively engaged in teaching, he or she will explain what arrangements are being made for a substitute or successor.

SYLLABUS OF STUDIES

FARM LIFE AND ALLIED INDUSTRIES.—Lectures will be given by Institute lecturers and others working for the improvement of conditions in the country—in school, home, and farm. Discussion will be held as to how the school and teacher can help towards an improvement. In this connection visits will be paid to country schools; students will also be made acquainted with the Government publications and educational organizations.

Visits will be made also to local industries in Guelph to learn how urban activities are inter-related with those of the farm. (About four afternoons.)

NATURE STUDY LITERATURE.—Nature Literature: the interpretation of nature by the greatest writers; nature literature in Ontario readers; Canadian authors. Scientific writings and nature literature compared. School libraries; selections for rural schools. Home libraries; reading in the country home.

School Gardening.—Brief sketch of the development of school gardening in Canada and abroad; its aims as a school study; laying out of a garden; individual plots; class plots; teachers' plots; experimental plots; forestry plots; borders, keeping of tools, home gardens; keeping of garden records; observations in gardens at Marden School and Macdonald Consolidated School; school exhibits (10 lessons).

Each student will be provided with a garden for practice and observation; she will visit it every day and keep records of her work and observations in a garden journal. After the gardens are planted the work in them will be carried on without special provision on the time table; in most cases the evenings will be found the most suitable time for this.

Botany.—(50 lessons). 1. *Economic plants*: Examination, description, and classification of common garden, field, and forest plants.

2. *Forest Botany*: Identification of our forest trees; planting seed-beds in school gardens; work in the experimental bush; collection of weeds, etc.

3. *Weeds*: Provincial Laws, Seed Control Act. Study and identification of the seeds of common weeds. Collection.

4. *Plant Diseases*: Study and identification of common fruit, vegetable and grain diseases; laws regarding Barberry, Black Knot, etc.; application of preventives and remedies. Collection.

5. *Experimental*: Students will be assigned simple experiments in plant physiology from the subjects listed below. These experiments they will demonstrate before the class:

(*a*) *The Seed*: Testing the vitality; determining the condition necessary for germination; how the seedling becomes established.

(*b*) *The Root*: How roots grow, their function; how they absorb food and water; proof of their using air and giving out carbon dioxide; quantity of water absorbed.

(*c*) *The Leaf*: The function of leaves, control and measure of transpiration; respiration; starch formation; behaviour in light and darkness.

(*d*) *The Stem and Buds*: Forms, structures and functions of stem and buds; influence of temperature, moisture and light on growth; how the sap circulates.

(*e*) *The Flower and Fruit*: The functions of the parts of flowers; causes controlling the opening and closing of flowers; pollination; formation of fruits; devices for protecting and disseminating seeds; cross fertilization; plant breeding in experimental plots.

Horticulture.—(25 lessons). 1. *Fruit-growing* (8 lessons): Development, importance, needs, and outlook for the fruit industry; Governmental interest and action regarding shipping, marketing, cold-storage, fumigation of nursery stock; experimental stations; co-operation in shipping; adaptation of various fruits to school garden work; arranging and planting of the same; nursery practice in the propagation of trees and plants; principles of orchard management; pruning; spraying; cultivation.

2. *Vegetable Gardening* (4 lessons): Choice of vegetables for school gardening; preparation of soils; testing and planting of seeds; general care and cultivation; preparation and use of hot-beds and cold frames; use of tools and implements.

3. *Landscape Gardening* (4 lessons): The principles of landscape gardening in relation to the laying out and beautifying of school and home grounds, including a practical study of the trees, shrubs and ornamental features on the College campus and neighbouring school and home grounds.

4. *Floriculture* (9 lessons): Propagation and care of house and window plants; preparation of potting soils, bulb culture; making and planting of flower beds, annual and perennial borders.

Field Husbandry.—(20 lessons): Importance of field crops in the national economy; systems of farming; rotation of crops; fertility of soil; cultivation of the land; classes of farm crops; uses of farm crops; varieties of farm crops; selection of plants; selection of seeds; improvements of crop by means of selection and hybridization; practical tests in connection with Experimental Union; study of work being done in experiments with farm crops in Canada and in the United States.

Examination of field crops on neighbouring farms; the work on the experimental plots; farm crops in the school garden; the agricultural museum; laboratory study of the root development of farm crops and of types of seeds of grains, grasses, clovers, roots and fodder crops.

Soil Physics.—(30 lessons): Application of physics in farming; nature of soils, soil moisture, heat and air; principles of tillage and systems of drainage and cultivation; measurements of fields with the chain; identification of samples of soils; principles of common farm machines; meteorological records.

Entomology.—(30 lessons): Losses through insects in agriculture and horticulture; Governmental interest; classification of insects and laboratory study of types; common beneficial and noxious insects; out-of-door study and collecting in field, garden, orchard and forest; insecticides; a collection of insects properly mounted and labelled is required. Work of the Entomological Society of Ontario and the organization of local clubs in connection with it.

Soil Chemistry.—(10 lessons): Plant growth and composition, soils, manures and fertilizers.

Bacteriology.—(5 lessons): Lectures and demonstrations exemplifying the work of bacteria in soil, dairying, plant diseases. An experiment on soil inoculation in the school garden.

SUMMER SCHOOL IN NATURE STUDY AND AGRICULTURE, 1913

July 3rd to August 8th (five weeks)

The thirteenth Summer School for Teachers will be held at the Ontario Agricultural College, Guelph, commencing July 3rd, and closing August 8th. Applications for admission should be made early; if possible before May 31st. While the work will be made enjoyable and untrammelled as possible, none but earnest, diligent students are desired.

Allowance for Travelling Expenses.—Successful and experienced teachers from rural or village schools upon completing a satisfactory term's work and undertaking to teach at least one year in a rural or village school, or reimbursing the Department upon failure to fulfil the contract, will be allowed their railway expenses (not including sleepers, meals, or baggage transfers) to and from Guelph. This allowance is intended for teachers who are likely to remain in their positions for a satisfactory term and who, on account of the interest and progress shown by them in teaching nature study, gardening or agriculture are recommended by their Inspectors for this special training.

Application for the allowance should be made towards the close of the session at Guelph.

Railway Arrangements.—Students must get a standard certificate from their local agent at the time of purchasing a single fare ticket to Guelph; the

return ticket with then be issued at one-third rate, provided fifty teachers are in attendance. Every teacher should get the certificate and help to make up the required number.

Sessions and Courses.—The session will be for five weeks, commencing Thursday, July 3rd, and closing Friday, August 8th. Teachers will be enrolled on Thursday and work will commence on Friday morning.

Instruction will be given in two courses, and no student will be permitted to take more than one course:—

1. Nature Study. 2. Elementary Agriculture and Horticulture.

Aim of the Work.—The general aim of the Summer Courses is the same as that outlined for the Spring Courses. In the two summer sessions it is planned to cover the work taken in the ten weeks' Spring Session. The first summer's work is designated a Nature Study Course, but it deals very largely with what might be called agriculture. This course should be taken in all cases first. If a teacher expects to come for only one Session this is the course that should be selected. The second summer's work is dependent on the work of the first summer and the Winter Reading Course.

The work of the first year will necessarily overlap the course in Agriculture, and must be taken as the first course leading to the certificate in Elementary Agriculture and Horticulture. Teachers in town or city graded schools will find their needs best met in this course. Lesson periods are as a rule either a whole forenoon or afternoon, or half that length of time.

Note.—For the regulations regarding the course in the Public and Separate Schools in Agriculture and Horticulture, see Circular 13, or apply to the Deputy Minister of Education, Toronto.

Certificates.—To students who complete satisfactorily two Summer Courses and a Winter Reading Course a certificate in Elementary Agriculture and Horticulture will be issued by the Department of Education. Synopses of books read in the Winter Reading Course shall be handed in at the opening of the term.

Fees, Supplies, etc.—No fee is charged teachers resident in Ontario.

Non-resident teachers are charged a fee of Ten Dollars, payable at the opening of the term.

Students are required to furnish their own working materials for plant collecting, etc. Any materials supplied by the College to the students and retained by them, are furnished at cost price. Students will be required to pay for laboratory breakages.

The Summer School for teachers is not a school for recreation through sport and pastimes, but a school for recreative work. While work will be made as enjoyable and untrammelled as possible, none but earnest, diligent students are desired.

Faculty of Instruction.—The instruction given will be under the supervision of the President and with the assistance of the heads of the College Department.

Arrangements will be made for special lectures by others interested in country life and the industrial phases of education.

Method of Instruction.—The material that lies nearest to hand about the College will be used largely in the instruction. The first day of the course will be spent in making a general survey of the College and farm. Only occasionally will it be necessary to leave the College grounds to prosecute studies.

Students will be instructed in making collections of weed seeds, grasses, leaves of trees, insects, etc. Material for this work will be provided by the students themselves or supplied at cost price at the College.

In general, the mornings will be devoted to work indoors, and the afternoons to work in the fields and woods. When weather will not permit of field work, laboratory exercises will be substituted. Saturdays will be for all-day excursions, or reviewing and arranging the week's work. Such students as wish to spend their time in independent work along special lines will be encouraged to do so and given every possible assistance; students of previous classes especially will be helped in such work. Students will keep careful records of all their work.

EQUIPMENT.—Students should bring field or opera glasses, pocket knives, pocket magnifying glasses, and any books which they possess and have found useful. As a considerable part of the work is taken in fields, gardens and woods, women students should also provide themselves with stout boots, walking skirt, handy cap, garden gloves, etc.

EXAMINATIONS.—At the close of the term, simple, practical examinations will be held to test the students' ability to recognize the common birds, insects, trees, weeds, garden plants, etc. The character of the work done in gardening, recording observations, etc., will be considered in determining the claim to a certificate. Students who neglect their work or who do not use their time and opportunities to the best advantage, will not be recommended for certificates.

SYLLABUS OF STUDIES

I. First Year's Course—Nature Study

PLANT STUDIES.—*School Gardening*: Planning and keeping of garden plots (each student will prepare and care for a plot); keeping of garden records; studies of growth in different plants; garden weeds. After the garden is planted each teacher's gardening is carried on independently. She will visit her garden daily to attend to the necessary work and make observations on the plant growth; in previous classes this has been done as a rule in the evening or early morning.

Horticulture (4 *lessons*): Visits to the College orchards, small fruit gardens, vegetable gardens, and flower gardens, to learn of the best varieties of cultivated plants, methods of cultivation, spraying, pruning, etc.

Plant Propagation (8 *lessons*). Practical lessons on the propagation of plants by cuttings, the propagation of bulbs, potting, and the general care of house plants. (Students will be permitted to take the plants, which they propagate, to their homes.)

Botany (12 *lessons*): Collection, examination, and identification of common plants, such as (1) weeds of the fields, gardens, lawns, and roadsides; (2) common diseases of grains, vegetables, and fruits; (3) grasses and cultivated farm crops; (4) flowering plants in gardens. Observation of College woods and campus to learn the characters and names of our common trees; visits to the forest nurseries to learn how trees are propagated; observation plots of tree seedlings in the school gardens.

Collection and study of common weed seeds.

Simple physiological experiments with plants in garden or laboratory.

Recognition of plant societies on excursions.

ANIMAL STUDIES.—*Insects* (4 *lessons*): Collection, examination, and identification of common insects found in the gardens, orchards, fields, and woods; instruction regarding the treatment of insect pests.

Pond Life: Collection of animal life from streams and ponds; observation of snails, clams, crayfish, fish, tadpoles, etc., in aquaria.

Birds (4 *lessons*): Identification of birds observed on excursions or about the College, and studies of skins and mounted specimens in the museum, to become acquainted with the common birds of Ontario.

Farm Animals (12 *lessons*): Observation of the kinds of horses, cows, sheep, and pigs kept on the farm; their characteristics, uses and care. Visits to poultry Department to learn about the varieties and care of domesticated birds.

PHYSICAL NATURE.—*Physiography*: Observation and recognition of earth forms, the work of streams, etc., to be seen on excursions; study of soils, rocks, gravel pits, and quarries.

Meteorology: Observation of weather; keeping weather records; study of weather maps; making weather charts.

Astronomy (4 *lessons*): Talks on elementary astronomy; "star-gazes" to learn the best known constellations and stars; interpretation of star-maps.

II. Second Year's Course—Elementary Agriculture and Horticulture

COURSE OF STUDY.—*School Gardening*: The work of the Nature Study course reviewed and continued. Second year students will help in the supervising of the gardening carried on by the first year students, and also take over the gardens commenced by the spring classes.

Botany (8 *lessons*): The work of the Nature Study Course reviewed and continued. Simple experiments in plant physiology.

Field Husbandry (8 *lessons*): Importance of field crops in the national economy; systems of farming; rotation of crops; fertility of soil; cultivation of the land; classes of farm crops; uses of farm crops; varieties of farm crops; selection of plants; selection of seeds; improvements of crops by means of selection and hybridization; practical tests in connection with Experimental Union; study of work being done in experiments with farm crops in Canada and in the United States.

Examination of field crops on neighbouring farms; the work on the experimental plots; farm crops in the school garden; the agricultural museum; grains, grasses, clovers, roots and fodder crops; laboratory study of the root development of farm crops; types of seeds of common farm crops.

Physics (8 *lessons*): Application of physics in farming; nature of soils, soil moisture, heat, and air; principles of tillage, and systems of drainage and cultivation; identification of samples of soils; meteorological records.

Agricultural Chemistry (8 *lessons*): Plant growth and composition, soils; manures and fertilizers.

Bacteriology (4 *lessons*): Lectures and demonstrations exemplifying the work of bacteria in soil, dairying, plant and animal diseases; an experiment on soil inoculation in the school garden.

Entomology (8 *lessons*): The work of the Nature Study Course reviewed and continued. Losses through insects in agriculture and horticulture; classification of insects and laboratory study of types; common beneficial and noxious insects; out-of-door study and collecting in field, garden, orchard and forest; insecticides; further collection of insects properly mounted and labelled is required; work of the Entomological Society of Ontario and organization of local clubs in connection with it.

MACDONALD HALL AND COLLEGE RESIDENCE.—The College authorities have

made arrangements to throw Macdonald Hall and the Main Building of the College open for the use of the teachers while in attendance at the Summer School. The Hall will accommodate one hundred and ten ladies, and rooms will be reserved in the order in which applications are received. The College Residence will accommodate about two hundred; male teachers will be accommodated here.

Teachers are advised to avail themselves of the opportunity of boarding in residence, as it will be found that not the least valuable part of the summer's outing comes from association with representative teachers from all over the Province. It enables teachers moreover to take full advantage of evening lectures, evening work in the gardens, etc.

Board and room will be provided for the session, July 3rd to August 8th, for twenty dollars. In order to prevent reservations being made for teachers who are not sure of attending, a deposit of five dollars must be made with the application. This will go towards the payment of board and will be refunded on proof of illness or other serious cause preventing attendance.

Each teacher will be expected to provide his or her own napkin ring, medicine spoon or glass, toilet soap, towels, pillows, pillow covers, sheets, and laundry bag. Each should bring at least 4 ordinary towels, 2 bath towels, 4 sheets, at least 60 in. x 90 in.; 1 pillow, 2 pillow covers, 1 laundry bag; these should be marked plainly with ink.

Towels, sheets, and pillow-cases are laundered free, but all students are responsible for their own personal laundry. The Hall laundry room will be open at certain times each week for the convenience of lady teachers who may wish to wash and iron small things for themselves. In the other residence, personal laundry will have to be sent to the city laundries.

For Further Information.—Teachers desiring further information regarding the work should consult teachers who have attended in previous classes or write to *Director McCready, Ontario Agricultural College, Guelph.*

Special Grants to Teachers and School Boards of Rural and Village Schools for Teaching Elementary Agriculture

1. To the School Board employing a teacher certificated in Agriculture, the Minister will pay, on the Director's recommendation, an initial grant not exceeding $50.00, and an annual grant thereafter not exceeding $30.00, when the work is carried on throughout the year; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work. In case the teacher leaves at summer holidays, and the Board is unable to secure a successor holding the proper qualifications, due consideration will be shown provided an effort is made to have the work of the year completed satisfactorily to the Director.

2. To the teacher conducting the work satisfactorily throughout the year (January to December) an annual grant of $30.00 will be paid; to a teacher conducting the work only to summer holidays, the proportion of the grant will be $15.00; to the teacher conducting the work for the remainder of the year after summer holidays, the proportion of the grant will be $12.00. To the teacher who has taken the first year's Summer Course at the Ontario Agriculture College and completes the second year's Summer Course for the certificate during the year, the grant of $30 will be paid, provided the work is carried out satisfactorily throughout the calendar year.

Note.—Grants for the teaching of agriculture are also paid to school boards and teachers, even though the teacher is not certificated in agriculture. See Circular 13.

Application for Admission

(*This should be made at the earliest possible date. In case there are more applicants than can be accepted, preference will be given to teachers with the longest experience and best credentials.*)

I hereby make application for admission to the course in .....
....., at the Ontario Agricultural College Summer School, in July.

Name .....
Address .....

Inspector's name and Address .....
Certificates, Professional and Academic .....
Reference as to Character .....
Are you a Rural School Teacher? .....
Experience in Teaching .....
State previous courses attended .....
Do you expect to apply for travelling expenses? .....
Are you engaged in teaching in Ontario at the present time? .....

Application for Reservation of Room at Macdonald Hall or the College Residence

(*Macdonald Hall is for women. The College Residence will be open for men and any women who cannot be accommodated in the Hall.*)

I hereby apply for a room at .....
(Macdonald Hall or the College Residence)
..... I enclose the sum of five dollars as a guarantee of my intention to attend the full course of five weeks, on the understanding that this money goes towards the payment of my board in case I attend, and that it is returnable to me only in case illness or other like pressing cause prevents my attendance.

Name .....

To the Address .....
President,
Ontario Agricultural College,
Guelph, Canada.

March, 1913.

SHORT COURSES IN AGRICULTURE FOR CITY, COUNTY AND DISTRICT PUBLIC SCHOOL INSPECTORS AND FOR SEPARATE SCHOOL INSPECTORS

(Circular No. 13 M)

In order to advance, through the Inspectors, the interests of Agricultural education in the rural Public and Separate schools, and the interests of gardening in urban schools, arrangements have been made by the Department of Education

for a week's course for these officers at the Ontario Agricultural College, Guelph. The Minister earnestly hopes that every Inspector will arrange to attend.

The course will begin on Monday evening, August 4th, at 7.30 and will be completed on Friday, August 8th. It will include visits to the different College departments, with demonstrations; lectures by the College staff on the various phases of Agriculture, on the teaching of Agriculture in the rural schools, the improvements and enlargement of school grounds, the consolidation of school sections and the co-operation of different School Boards, and the utilization of schools fairs, Trustees' Associations, and Teachers' Institutes; reports from County Agricultural Representatives and Field Agents for Agricultural Education; and addresses by outside speakers whose work in connection with the betterment of rural life has been successful. In these discussions the Inspectors themselves will be expected to take part. Any suggestions they may have to offer before the meeting to increase the efficiency of the course will be appreciated, and should be addressed to Director McCready, Ontario Agricultural College, Guelph.

To Inspectors who attend the full course, the Department of Education will allow travelling expenses and board and lodging at Guelph. As many as possible will be accommodated at the College residences, and the others can obtain board and lodging in Guelph. The conditions of attendance and residence at the College may be obtained on application to the Director.

Inspectors who intend to take the course should notify the Director at as early a date as possible, and not later than July 15th, stating also whether they wish to board at the College.

June 2nd, 1913.

SUMMER SCHOOL IN AGRICULTURE FOR TEACHERS OF SCIENCE IN HIGH AND CONTINUATION SCHOOLS AND COLLEGIATE INSTITUTES

(Circular No. 13N)

In order to promote the teaching of Agriculture, the Department of Education will authorize for the High and Continuation Schools and Collegiate Institutes before they re-open in September a course of study in the subject, the examinations in which may be taken as bonus options for entrance to the Normal Schools and the Faculties of Education.

Before the schools re-open in September, full details of the courses and examinations will be issued by the Department. Teachers and School Boards proposing to undertake the work should consult together and make their plans early. In the meantime, however, the following details are supplied for the information and guidance of those concerned:

Courses of Study and Provisions Therefor

The time at school allotted to the work shall total at least two hours a week throughout the year, definitely set forth in a time-table; but any time given to the instruction of the classes before or after school hours or on Saturday may be counted.

The minimum of practical work to be undertaken by all the pupils of the course will be carried out at their homes and will be supervised by the teacher of agriculture or by other competent persons acting with him, to be appointed for this purpose by the School Board and approved by the Director of Elementary Agricultural Education—for example, the local agricultural representative of the Department of Agriculture, or members of Horticultural or Agricultural Societies.

In addition to the home projects, experiments and demonstrations may also be carried on in suitable plots of ground at the school. The work done in the plots should be, as far as possible, the work of the pupils, and the kind of farming carried on in the locality will determine its nature. Such work as the following, for example, might be undertaken:

Variety tests of vegetables and grains; fertilizing experiments with potatoes; comparing two methods of growing tomatoes; demonstrating new kinds of vegetables; growing trees for home, park, or street planting, propagating shrubbery, small fruits, etc., from cuttings; growing fruit trees for pruning and spraying experiments; demonstrating methods of cultivating strawberries; tests of fodder crops, etc.

Instead of a plot within the school grounds, a suitable substitute may be provided, with the approval of the Director, by the School Board in the immediate vicinity of the school—an old orchard, for example, in which may be demonstrated correct methods of fruit growing.

Special Grants to School Boards and Teachers

On compliance with suitable conditions to be prescribed hereafter, as to the qualifications of the teachers, the provision for instruction and the equipment and accommodations, special grants will be paid to the School Boards and the teachers as follows:

(1) A grant not exceeding $100 to the School Board, this being expended in accordance with the Regulations, and including the teacher's travelling expenses in connection with the supervision of the home projects.

(2) An annual grant of $75 to the teacher for the Lower School course, and of $75 for the Middle School course, both taken from January to December; and of $40 for each course from January to July, and of $30 from September to December, when taken by different teachers.

(3) Where a School Board provides a suitable plot of ground for experimental work and demonstrations of interest and use to the community and the work therein is conducted satisfactorily to the Minister, an additional grant for each course, not exceeding $25, will be paid to the School Board to cover the necessary additional expenses of the work.

To the teacher, also, who has charge of the class throughout the season, and who makes it of instructional value to his classes, as well as to the public, an additional grant of $25 will be paid for each course.

Until a teacher qualified as above is appointed by a School Board, a County Representative of the Department of Agriculture may conduct the school course in Agriculture, and, subject to regulations, shall be entitled to an addition to his salary as representative.

Courses for Teachers

In order to provide competent members for the regular school staffs, arrangements have been made with the Ontario Agricultural College, Guelph, for special preparatory courses for teachers of Science in the High and Continuation Schools

and the Collegiate Institutes, and those who pass the prescribed final examinations thereon will be granted an Intermediate certificate in Agriculture and Horticulture.

On application to the Minister, a teacher who has been appointed an Associate Examiner for 1913, but who desires to attend the aforesaid courses will, if practicable, be excused from the examination work and will be reappointed an Associate Examiner for the next examination, also if practicable, after he has obtained an Intermediate certificate in Agriculture and Horticulture.

The first part of the course will open on Thursday, July 3rd, and will last until August 8th. The courses will be free and teachers will be allowed travelling expenses from their homes to the College and from the College to their homes at the close of each session, upon undertaking to teach one year in Ontario schools. Board and lodging may be obtained at reasonable rates in Guelph, or at the College at a cost of $20.00 for the five weeks.

The second part of the course will be provided in 1914; but teachers who take the first part and pass the final examinations thereon this year will be entitled to the grants for 1913 specified above, provided they undertake to obtain the Intermediate certificate in 1914.

Application

Application should be made as soon as possible and not later than June 15th, to Director McCready, Ontario Agricultural College, Guelph. The conditions of attendance and residence at the College may be obtained on application. For reservation of a room at one of the College residences, a deposit of $5 will be required, which will be credited on account for board.

First part of the Course for the Intermediate Certificate in Agriculture and Horticulture

In the part of the course taken the first year the work will be in Agricultural Chemistry, Physics, Botany, Bacteriology, Entomology, Bee-keeping, Poultry Husbandry, and will comprise both lectures and practical work. In the part of the course taken the second year the work will deal more with Horticulture, Field Husbandry, Dairying, and Animal Husbandry. While the outline of studies for the first part is restricted to special branches, there will be an opportunity to become acquainted with other branches of work carried on at the College or on the Experimental Farm.

The first part of the course which will be taken up this summer, will be on the following topics:—

Chemistry.—(10 lectures and 5 afternoons)—Laboratory exercises on chemistry of soils and fertilizers; formation, composition, and reaction of soils; value of humus, barnyard manures; rotation in relation to chemical changes; composition, nature, and uses of commercial fertilizers.

Text-Book.—Warington's *"The Chemistry of the Farm."*

Physics.—(10 lectures and 5 afternoons)—Laboratory or field exercises, with lectures on mechanical principles involved in farm machinery; measurements of fields with chain and calculation of areas and drawing of plans; taking of levels and making plans for drainage; physical analysis of soils; determination of air and water holding capacity of different soils.

Text-Book.—King's *The Soil.*

Botany.—(20 lectures or practicums and 5 afternoons)—Laboratory and field exercises with lectures on economic plants, weeds, grasses, farm crops, trees,

shrubbery and garden flowers, with collections; identification and collection of plant diseases and weed seeds; Seed Control Act; treatment of diseases.

Text-Book.—Gray's *Field, Forest and Garden Botany* and *O. A. C. Bulletin No. 188, Weeds of Ontario.*

Entomology.—(10 lectures or practicums and 5 afternoons)—Lectures, laboratory exercises, and field work on common insects of garden, orchard, fields and woods; collections; special study of life histories of injurious forms and consideration of methods of treatment.

Text-Book.—Comstock's *Manual of Insects* and *O. A. C. Bulletins.*

Micro-Biology.—(10 lectures or practicums)—Lectures and demonstrations on morphology and physiology of micro-organisms, moulds, yeasts and bacteria; bacteriology of soil, legume cultures; bacteriology of dairy; contamination and cure of milk; bacterial diseases of plants; bacteria in relation to household.

Text-Book.—Marshall's *Micro-Biology.*

Poultry Husbandry.—(10 lectures). Lectures and demonstrations on breeds and selection of stock, locating poultry plant, houses, incubators, brooders, feeds, marketing, diseases, ducks and geese, poultry literature. Students will also receive practical instruction in managing incubators.

Text-Books.—Robinson's *Principles and Practice of Poultry Culture* and *O. A. C. Bulletin No. 189.*

Bee-Keeping.—(10 lectures)—Lectures with demonstrations and practical work; hives; building of bees; handling of bees; life histories of queen, drone, and worker; swarming, gathering and storing of honey in combs; harvesting honey; relation of bees to fruit and seed growing; diseases; races of bees; winter and spring management.

Text-Book.—*The A. B. C. and X. Y. Z. of Bee Culture.*

School Courses.—From time to time, discussion of the Regulations, and directions and suggestions for carrying on the school courses.

June 2nd, 1913.

SYLLABUS OF REGULATIONS AND COURSES FOR THE AUTUMN MODEL SCHOOLS AT CHATHAM, CLINTON, CORNWALL, GUELPH, HANOVER, KINGSTON, *MADOC, NORTH BAY, ORILLIA, PETERBOROUGH, AND RENFREW

Session 1913

(Circular No. 4)

Location and Purpose

1.—(1) The Autumn Model Schools are situated at Chatham, Clinton, Cornwall, Guelph, Hanover, Kingston, Madoc, North Bay, Orillia, Peterborough, and Renfrew.

(2) The purpose of the Model Schools, including the affiliated Public Schools, is to prepare teachers of the Third Class, in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the course of studies of the Public and the Separate Schools.

*Carried on substantially under the Regulations of 1912.

Session

2. The session of the Autumn Model Schools will begin on Tuesday, the 19th of August, and end on Friday, the 12th of December, 1913.

Conditions of Admission

Application to the Deputy Minister

3.—(1) Application for admission shall be made to the Deputy Minister not later than August 15th, 1913, on a form to be supplied by him.

(2) The applicant shall forward with his application to the Deputy Minister on official forms supplied by him, the following certificates:—

(*a*) A certificate from competent authority that he will be at least eighteen years of age on or before December 31st, 1913.

(*b*) A certificate from a clergyman, or other competent authority, that he is of good moral character;

(*c*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(3) The applicant shall also forward with his application one of the following:—

(*a*) A certificate of having passed the District Certificate examination of 1904, or any subsequent year.

(*b*) A certificate of having passed the examination for Entrance into the Model Schools.

(*c*) A certificate of having passed in June the Middle School examination for Entrance into the Normal Schools or the Upper School examination for Entrance into the Faculties of Education, *or* of having obtained 50 per cent. of the aggregate marks of either of these examinations with 34 per cent. in each paper; provided that in all such cases the candidate satisfies the Principal of the Model School before admission that he is competent in the subjects of the Model School Entrance examination which are not required at the said Middle and Upper School examinations.

NOTE.—After the session of 1913, all candidates for admission will be required to submit a certificate of having passed the Lower School examination for admission to the Normal Schools, or the prescribed certificate from the Principal of an Approved School that the applicant has completed satisfactorily the Lower School subjects of the High School course prescribed for Entrance into the Normal Schools.

(4) If a candidate's application is approved, he shall attend the Model School to which he is assigned by the Minister. He will receive a card of admission from the Deputy Minister, and without such card he will not be admitted.

NOTE.—No one will be admitted to a Model School who does not agree, if successful in obtaining a teacher's certificate, to teach thereon in the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

Special Provision for the North Bay Model School

4.—(1) For admission to the Model School at North Bay an applicant must be at least seventeen years of age before Dec. 31st, 1913.

(2) In the case of a teacher-in-training who is admitted under the special age provision above, the certificate granted will be valid for the first year subse-

quent to its issue, only in the schools in a District or in the schools in the poorer parts of the Counties to be designated by the Minister.

Travelling Expenses and Board

5.—(1) The Department of Education will pay $3.00 per week of the cost of the board and lodging of teachers-in-training who have been in attendance at the North Bay Model School, and whose ordinary place of abode is in Ontario, and more than three miles from North Bay. It will also pay the railway and boat fare of all such going to the school from their homes in August and returning to their homes at the close of the session. The foregoing allowances will be paid in two instalments on the requisition of the Principal of the School in November and January.

(2) In the case of a teacher-in-training who receives the financial aid provided for above, the certificate granted will be valid only in the schools in a District or in the schools in the poorer parts of the Counties to be designated by the Minister, until he has taught for three years thereon or until he has reimbursed the Department of Education at the rate of one third of the total financial aid for each unexpired year.

(3) After the close of the Session and on the report of the Principal, the Department of Education will pay all teachers-in-training who have attended one of the other Autumn Model Schools and whose ordinary place of abode is in Ontario the excess over $3.00 of their railway and boat fare going to the School and returning to their homes at the close of the Session.

(4) All teachers-in-training are required to secure standard certificates from the local agent when purchasing their tickets, and to transmit said certificates promptly to the Principal of the School.

Duties of Principals and Assistants

6.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School.

(2) The other members of each staff shall be subject to the authority of the Principal.

Duties of Teachers-in-Training

7.—(1) Teachers-in-training shall board and lodge only at such houses as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who are unduly defective in scholarship, whose physical condition unfits them for teaching, or whose conduct or progress is unsatisfactory, may, if the Principal so decides, be dismissed by him at any time during the session from further attendance at the Model School.

(4) Before entering, all applicants are required to review carefully the text books prescribed for the Public Schools and the work of the Lower School of the High Schools.

Text-Books

8. Teachers-in-training must provide themselves with copies of all the following:—

The Regulations and Course of Study of the Public and Separate Schools (free).

The Ontario Public Health Act and Regulations (free).

The Text-Books prescribed for the Public and Separate Schools. (See Circular 14.)

Note.—Teachers of Roman Catholic Separate Schools may substitute the Canadian Catholic School Readers, The Copp, Clark Co., Toronto, for the Ontario Public School Readers.

The Readers in Geography (50 cts.), *History* (35 cts.), *and Hygiene* (25 cts.), *recommended for Form III.* The Copp, Clark Co., Toronto.

Prang: *Text-books of Art Education,* 2nd (25 cts.), and 7th (55 cts.). The Geo. M. Hendry Co., Toronto.

Prang: *A Course of Study in Art* (25 cts.). The Geo. M. Hendry Co., Toronto.

Physical Exercises for the Public Elementary Schools (25 cts.) The Copp, Clark Co., Toronto.

Practical Etiquette (25 cts.) McClelland and Goodchild, Toronto.

The Public School Manuals (free).

McMurray: *The Method of the Recitation* (75 cts.). The Macmillan Co. of Canada.

Gordy: *Psychology* ($1.25). The Copp, Clark Co., Toronto.

Millar: *School Managemeni* ($1.00). William Briggs, Toronto.

Note.—The names of the publishers are given above. Usually, however, the books may be obtained from a local bookseller.

Literary Society

9. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special review for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

Certificates

Subjects and Values of Papers

10.—(1) (*a*) The final standing of the teacher-in-training in the subjects of Groups I and II, below, shall be determined on the combined results of his Sessional Records (including class tests and home exercises) and a final written examination on papers prepared by the Department.

(*b*) The final examination papers in Groups I and II shall be uniform for all the Model Schools, and shall be based upon the courses as laid down in this Syllabus.

(2) (*a*) The examinations in Group II, shall include a thorough test of the academic qualifications of the teacher-in-training.

(*b*) At the examinations in Groups I and II there shall be one paper on each subject, and the maximum marks for each subject shall be 70, and the maximum marks for the Sessional Records in each subject shall be 30.

Group I

Principles of Education, School Organization and Management.

Group II

Arithmetic, Literature, Grammar, History, Composition, and Geography.

Group III

(3) The final standing of the teacher-in-training in the subjects in Group III, enumerated below, shall be determined by the staff upon the Sessional Records, and a final examination by the staff in which the tests, as far as practicable, shall be both academic and professional; the maximum for the records in each subject shall be 30 and for each subject at the final examination 70.

Art, Vocal Music, Oral Reading, Spelling, Writing, Nature Study, Physical Culture, and Hygiene.

Observation and Practice Teaching

Group IV

11. The final standing of the teacher-in-training in Observation and Practice-teaching (Group IV) shall be determined by the staff upon the marks awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

Certificates

12.—(1) A teacher-in-training who at the final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, and III, and 60 per cent. of the marks obtainable in Group IV, may on the recommendation of the staff be awarded a Limited Third Class certificate valid for five years.

(2) A teacher-in-training who fails at the final examination in one or more of Groups I, II, and III, but who passes in Group IV, and makes 35 per cent. of the marks in each subject, and 55 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, be granted a District certificate valid for two years in the schools of the Districts or the poorer parts of the Counties to be designated by the Minister. He may thereafter, taking one or more groups at a time, obtain a Limited Third Class certificate without attending a second session, by passing in the group or groups in which he has failed. All other candidates who fail shall attend a second session.

(3) Candidates who are exempt from attendance and who are actually engaged in teaching, may take Groups I, II and III, at the same examination or at different examinations, and shall be exempt from an examination in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully for at least six months. For such candidates, each subject in Groups I, II and III shall be valued at 100 marks, and the pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each group.

NOTE.—A Limited Third Class or District certificate issued to a successful candidate at the Model School final examination does not entitle the holder to teach in any school until the certificate has been endorsed by the Minister of Education as valid for that school. When a School Board is unable to obtain a teacher with a First or Second Class certificate, the Minister may on the recommendation of the Inspector concerned, validate a Limited Third Class or, for Schools specified in (2) above, a District certificate for the school in charge of said Board for a limited period. Before applying to School Boards, the holder of such certificate should make application to the Inspector for information in regard to available vacancies.

Programme of Studies

13.—(1) The courses of study for teachers-in-training shall consist of the following:

(*a*) A review, as far as time will permit, of the Public School Course and of the academic subjects, from the standpoint of pedagogy and the requirements of the Public and Separate Schools, including special instruction in Reading, Writing, Art, Vocal Music, Physical Culture, and Hygiene.

(*b*) The Principles of Education and General Methodology, Special Methodology, and School Organization and Management. The academic review and the special Methodolgy of each subject should, as far as possible, be taken up concurrently.

(*c*) Supervised Observation in the affiliated Public Schools.

(*d*) Supervised Practice-teaching in the affiliated Public Schools.

Organization of the Courses

14.—(1) In the first three weeks of the Session, the following introductory courses shall be given by the Principal:

(*a*) As far as practicable, a review in the forenoon of the following subjects of the Public School Course, as set forth in the Public School text-books and manuals:

Reading, Literature, Grammar, Language and Composition, Geography, History, Writing, Arithmetic and Mensuration, Vocal Music, Art, and Nature Study.

(*b*) A course in the afternoon in the prime essentials of the Principles of Education and General Methodology, and of School Organization and Management.

NOTE.—School Law and the Ontario Public Health Act and Regulations should be taken up towards the close of the course.

(2) Half of each day of the fourth week shall be spent in a course of observation of the work done by the teachers in the different forms of the affiliated school, under the supervision of the Principal, who shall each day discuss with the teachers-in-training the results of such observation.

(3) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School course of study. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

After the completion of the Introductory Course:—

(*a*) The course in the Principles of Education and the course in School Organization and Management should each be taken up three hours a week until finished; and

(*b*) The minimum number of hours for each of the following subjects should, as nearly as practicable, be as follows:—

The Principles of Education, 20; School Organization and Management, 24; Arithmetic, 20; Grammar, 15; Literature, 15; History, 10; Geography, 15; Language and Composition, 20; Spelling, 8; Reading, 20; Nature Study, 12; Physiology and Hygiene, 6; Art, 15; Vocal Music, 10; Physical Training, 10; Writing, 10.

Observation and Practice-Teaching

15.—(1) The Introductory Courses provided for in Regulation 14 (1) and (2) shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 20 and of Practice-teaching lessons, 20; but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (*a*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically according to the time-table as arranged from time to time.

(*b*) At least that group to which the teacher-in-training belongs shall take part in the discussions on his Observation and Practice-teaching lessons.

(3) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(4) Teachers-in-training shall be notified by the grade teacher through the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(5) (*a*) Teachers-in-training shall be notified by the grade teacher after consultation with the Principal, of the subject and the scope of the Practice-teaching lesson to be taught by them.

(*b*) Before beginning a Practice-teaching lesson the teacher-in-training concerned shall prepare a plan of such lesson for the consideration of the grade teacher concerned or of the Principal, as the latter may direct.

(6) Model lessons for Observation by the students shall be taught by the teachers of the affiliated School in accordance with the regular time-table of such School.

(7) (*a*) The necessary applications of the Principles of Education and of Methodology shall be made systematically by the Model School staff in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mental development.

(*b*) Before teaching an Observation lesson, the Principal and all the assistants who take part in the Model School work, should outline briefly upon the blackboard the points to be brought out in the lesson, and the relation to be established with previous work of the class.

(*c*) Concerted work on the part of the teachers in the Model and the affiliated schools shall be secured by frequent conferences, especially at the beginning of the session.

SYLLABUS OF COURSES

Educational Principles and General Methodology

16. The object of the course is to provide the teachers-in-training with such a working conception of the nature of Education and of Methodology as is practicable at this stage, and as will improve natural tact and skill by determining procedure and forming ideals.

Aim of Education: Examination of some of the current definitions of Education; relation of aim to procedure in Education.

Laws underlying the Process of Teaching: The relation of analysis to synthesis, and of induction to deduction.

The Plan of the Recitation: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

Methods of Instruction: Purpose of methods of instruction.

Questions and Answers: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

Instincts and Interest: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening, or modifying instincts and interests.

Habit and Association: Nature of habit; relation of habit to instinct; conconditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

School Organization and Management

17. The object of the course is to give the teacher-in-training in the light of the principles of education, a knowledge of the technique of school management and organization, which shall enable him to secure the orderly and efficient working of a one-teacher school.

The course includes the following topics:

The Teacher: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of Teachers'

Associations; of good magazines, professional and cultural, etc.; the teacher's relations with the principal, the inspector, trustees, parents; civic and social duties; personal power and influence in the school, in the community; daily preparation for teaching; correcting written exercises; care of health.

Classification: The value of school organization; evils of over-classification; promotions, when and how made.

The Daily Programme: Principles involved in the construction of a time-table; seat work; individual blackboard work; the question of fatigue; typical time-tables for ungraded schools; school records.

Written Examinations: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

School-room Routine: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

Desirable Habits: Punctuality, neatness in person and in work; accuracy; promptness, quietness; industry; obedience; the relation of the preceding to moral training; manners; those social rules which are the outgrowth of regard for the feelings and convenience of others, as set forth in the text-book (Practical Etiquette), the most important being taken up early in the course, and the conduct of the teachers-in-training being duly supervised throughout the session.

School Incentives: Kinds and office; effects on character, on school work, on health.

Order and Discipline: Meaning of good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment: ends and necessity, right conditions, judicious punishment, injudicious punishment; the dicipline of consequences.

Physical Education: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized or unorganized play; the teacher on the playground; physical exercise within the school.

The Kindergarten: Its essential principles; relation to the school system as a whole.

Accommodations and Equipment: For the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33.

School Law and Regulations: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils. The following should be emphasized:—

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by correspondence often leads to misunderstanding and difficulty.

NOTE.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants and of other matters directly affecting the teacher, trustees and school.

Regulations and Course of Study of the Public Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

Ontario Public Health Act and Regulations: In so far as they pertain to teachers, pupils, and the school.

NOTE.—The Sections of the School Law and the Public Health Act and of the Regulations referred to in the above syllabus are furnished by the Department in a special Circular. The final examination on School Organization and Management will include questions on School Law and the Public Health Act, and on the Regulations.

BOOKS OF REFERENCE—

Bagley: Class Management.

White: School Management.

Landon: Principles and Practice of Teaching and School Management.

Special Methodology

18. The object of the course in Special Methodology is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Public Schools, by enabling him to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method.

The work in the special method of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons should be followed by a series of a more detailed character, dealing with:

(1) The selection and the organization of material for the Public School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public School course of study, the provisions of which shall be constantly kept in mind.

BOOKS OF REFERENCE:—

Chubb: Teaching of English.

Hodge: Nature Study and Life.

Dearness: How to Teach Nature Study.

Silcox and Stevenson: Nature Study.

Geikie: Teaching of Geography.

Arlo Bates: Talks on the Teaching of Literature.

Annandale: The Concise Imperial Dictionary.

Language and Composition

19. The special object of the course in Language and Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English as a fixed unconscious habit.

The course includes the following topics:—

Oral and Written Composition: Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Mechanics of Written Composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, margins, punctuation marks, quotation marks, abbreviations, etc.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

Reading

20. The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to get the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.

The course includes the following topics:—

Scope of Reading: Its correlation with other subjects; function and value of oral and silent reading; importance of training in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods in Reading: The word, sentence, and phonic method; devices for securing rapid word recognition and for fixing attention on the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

Spelling

21. The special object of the course in Spelling is to prepare the teacher-in-training to secure accuracy in the subject.

The course includes the following topics:—

Scope of Spelling: Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling;

Material for Spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

22. The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling.

The course includes the following topics:—

Selection of subject-matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Methods in teaching Literature: Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

Lesson procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

Examinations in Literature: Difficulties of examining in literature; specimen examination questions.

Teacher's preparation: Special importance of teacher's own qualifications; supplementary reading in English literature during the session for teachers-in-training; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

Grammar

23. The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of his pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure.

The course includes the following topics:—

Meaning of Grammar; the relation of grammar to speech; correlation with other subjects; reasons for deferring the formal study till Form IV.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

History

24. The special object of the course in History is to prepare the teacher-in-training to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country.

The course includes the following topics:—

The scope of History: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purposes: the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of the aborigines, pioneers, local history.

Biography: The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive people; the beginning of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Epochs: Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Supplementary material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the Flag.

Geography

25. The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs.

The course includes the following topics:—

The scope of Geography: its relation to other subjects, especially to Nature Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

Methods: Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views; sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions for observations in local geography; the use of reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of preparation of lesson by teacher owing to mass of details.

Nature Study

26. The special object of the course in Nature Study is to broaden and deepen the teacher's sympathies and interests, and, through him those of his pupils, by training them to observe and interpret the common phenomena of the world about him.

The course includes the following topics:—

The character and scope of Nature Study; its relation to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature Study as a method; special charteristics of a typical nature study lesson; directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various grades and departments of the Public School course of study.

NOTE.—As often as practicable, teachers-in-training should make excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach: rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc.

Arithmetic

27. The special object of the course in Arithmetic is to enable the teacher-in-training to use the subject effectively as a means of logical training, and more particularly to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the calculations and computations which their future life may render necessary.

The course includes the following topics:—

The scope of Arithmetic: Its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure, neatness, accuracy and speed in computation; the importance place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic; checking written work in the class-rooms.

A thorough treatment of the various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in Rural Public School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. This should include the following:—

Counting; measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

28. The object of the course in Writing is to train the teacher-in-training to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject.

The course includes the following topics:—

The purpose of writing; its correlation with other subjects.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the black-board to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

The writing in the Schools is so generally defective that the subject must receive special emphasis during the course and at the examinations.

Art

29. The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training of his æsthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils.

The course includes the following topics:—

Scope of Art: Art as a means of expression and a means of æsthetic culture; its correlation with other subjects in the school course.

How to use the various mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Landscape in ink, water colours, and pencil.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing in pencil of common spherical, cylindrical, and rectangular objects illustrating the principles of freehand perspective.

Illustration: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

Pose Drawing: Ink mass, pencil outline, pencil values, and water colours.

Black-board Drawing: White and coloured crayons and charcoal.

Colour Harmonies and Neutral Values: Water colours.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

30. Following is a suggested division of the 15 hour lessons in Art:—

1. *Lecture by Instructor:* Scope of Art. Correlations.
2. *Plant Study:*
   Class—Grass in charcoal or pencil mass.
   Class—Spray of flowers in coloured crayons.
   Class—Single leaf in different positions—pencil outline.
3. Flower with stem and leaves—water colours. Flower with stem and leaves—pencil outline. Suggestions by instructor for other ways of handling flowers, as ink mass, neutral values (black, gray and white of paper), and pencil outlines with coloured washes.
4. *Tree Study:* Rapid blackboard illustrations and explanations by instructor concerning proportions, branching and Summer and Winter appearance of trees.

Class—Tree in charcoal.
Class—Ink mass.
Class—Pencil outline.
Criticism of work.

5. *Landscape:* Explanations on blackboard by instructor showing (1) rectangle with line representing horizon; (2) rectangle showing line or lines representing a hill or hills above horizon; (3) showing the placing of a single tree.
Class—Landscape with trees—charcoal.
Class—Landscape with trees—ink.

6. *Landscape:* Demonstration by instructor on sheet of paper at front of room, showing landscape in water colours, with sky, meadow, and distant trees.
Class—Water colour landscape.
Demonstration by instructor—crayon landscape.
Class—Crayon landscape.

7. *Review* of work already taken, classifying subjects and mediums according to grades.

8. *Illustration:* Suitable subjects and mediums for different grades suggested by instructor.
Class—Game suitable for primary classes—charcoal.
Class—Nursery rhyme, junior grades—brush and ink.

9. *Pose Drawing:*
Class—Ink mass (3 sketches with rapid criticisms).
Class—Blocking in with pencil (3 sketches and criticism).
Class—Pencil outline (1 sketch).
Brief explanations and rapid blackboard illustrations by instructor.

10. *Illustration for Senior Grades:* Suggestions and explanations by instructor.
Class (1) Pencil outline with suitable title lettered underneath, using a pose already taken and composing the drawing within a rectangle.
(2) Illustration of suitable verse, using similar arrangement to first—pencil outline.

11. *Colour Study:* Neutral values. Colour harmonies and the graying of colours. Explanations by instructor. Class to take notes.
Class—Finishing of outline illustrations made in last lesson with flat washes, one in neutral values, one in grayed colours. All shapes when dry to be outlined with black.

12. *Object Drawing:* Explanations by instructor concerning mediums and suitable objects for primary, junior and senior grades.
Class 1. Mass drawing of object from memory after study of object—using ink.
2. Foreshortening of circle and cylindrical object in pencil outline.
3. Pencil drawing of object from the model, showing light and shade.

13. *Freehand Perspective:* Principles of Parallel and Angular Perspective. Blackboard demonstration by instructor.
Class 1. Rectangular object in Parallel Perspective—pencil.
Class 2. Rectangular object in Angular Perspective—pencil.

14. *Design:* Single units. Repetition in borders and surface patterns. Blackboard demonstration by instructor.
Class—(1) Border in pencil or coloured crayons.
(2) Surface pattern—pencil outline.
Suggestions by instructor for application of single units, borders, and surface patterns to cards, book covers, and other constructed objects.

15. *Review:* Classifying work and mediums according to grades.

Blackboard Drawing should be illustrated each day by work of instructor. A few members of the class should work out the problems in chalk and charcoal on the blackboard while the remainder of the class use other mediums at their seats.

NOTE.—The foregoing course assumes the completion of the Lower School course of the High Schools, and is intended chiefly to be suggestive and directive.

31. The teacher's outfit may be as elaborate as he wishes, but for all work before a class he should use the same outfit as the class:

1. Paint box containing blue, red, yellow, and black, 25 cents.
2. Drawing pencil "B" or "BB" or "3B," according to make, 10c. or 15c. The ordinary school pencil is the only other lead pencil required.
3. Soft charcoal, a box containing 50 sticks, 15c.
4. Coloured crayons (crayograph or crayola), a box, 10c.

NOTE.—The Public School Manual in Drawing will be ready before the close of 1913 The Prang Art Text-books, which may be used in the meantime, have been planned for use by the pupils, but they must not be so used in Ontario. A careful study, however.

of the lessons in these books together with the working out of the different exercises by the teachers, will be found to be very beneficial. There are seven books in all of the series; the first three outline many conversational lessons intended to cultivate observation in the case of young children, and, in all the books, the illustrations show the teacher how to express similar ideas in a similar way; they are not intended for copying. The teacher should use the materials at hand and in season for his lessons, with the books as a guide in his own work.

Vocal Music

32. The special object of the course in Vocal Music is to qualify the teacher-in-training to teach simple songs adapted to the requirements of rural schools, and the elements of time and tune embodied therein.

The course includes the following topics:—

Tune: Practice in singing, from the Tonic-Solfa modulator, or the Staff, the simpler intervals of the Major Scale, in various keys.

Time: Practice in singing simple rhythmic exercises in two, three, four and six pulse measure, containing continued tones and easy divisions of the beat.

Voice Culture: Practice in breath control and exercises calculated to promote correct habits of voice production in speaking and singing.

Songs: The study of Rote Songs adapted to the lower forms of public schools.

The study of songs learned by note, from the Tonic-Solfa, or Staff notation. This should commence with the simpler elements of time and tune, and proceed to the more advanced grades, as may be found practicable in the time available for this purpose.

Book of Reference:

The Educational Music Course. The Canada Publishing Co.

33. Following is a suggested division of the 10 hour lessons in Music:—

1. *Tune:* Introduction of the tones of the Tonic Chord, Doh, Me and Soh.
   Time: Introduction of the Pulse, or beat, as the unit of measurement in Time. Develop the regular recurrence of pulsations, their varied accents and consequent grouping into Measures of two, three and four pulses each.
2. *Tune:* Review of first lesson with introduction of the octaves of the tones Doh, Me and Soh.
   Time: Introduction of Continued-tones with practice of exercises containing examples of tones of two, three and four pulses in length.
   Songs: Introduction and study of songs combining the elements of Tune and Time already taught. Examples: "Little Eyes," "Hear the Merry Church Bells."
3. *Tune:* Modulator Drill on tones already studied.
   Introduction of the tones Te and Ray with their octaves.
   Time: Singing exercises containing the new tones in combination with the elements of Time already studied.
   Songs: Introduce songs combining Te and Ray with the tones of the Tonic Chord. Examples: "Cheeks of Rose," "Milkweed."
4. *Tune:* Modulator Drill with intervals slightly increased in difficulty.
   Time: Introduction of Six-Pulse Measure.
   Songs: Introduce songs in six-pulse measure containing all tones previously studied. Examples: "There Cometh a Dove," "May Day."
5. *Tune:* Modulator Drill. Introduction of the tones Fah and Lah, thus completing the Major Scale.
   Time: Introduction and explanation of Time-Names Taa and Aa.
   Introduction of the Divided Pulse with new time-name Taatai.
   Songs: Introduction and study of songs combining the elements of Tune and Time already taught. Examples: "The Raindrops' Ride," "Morning Hymn," "Sweet the Quiet Evening."
6. *Tune:* Modulator Drill, occupying about five minutes.
   The greater part of the lesson period should now be devoted to a practical application of all previous lessons to the study of more advanced songs in contrasting measures and rhythms. Examples: "Little Boy Blue," "Bye-lo-land."

7. *Tune:* Modulator Drill, including leaps to any tone of the Major Scale.
   Time: Introduction of Half-pulse Continuations with time name Taa-aatai.
   Songs: Examples: "Ring Out the Bells," "Home, Sweet Home."
8. Five minutes' Modulator Drill, followed by the study of songs of a more advanced character. These should first be analyzed as to the number of beats contained in a measure, the various time values of the notes, and the intervals likely to cause difficulty in singing. These should be made the subject of a short modulator drill as they are discovered. Examples: "White Caps," "March," "Spring Voices," "Easter Hymn."
9. *Tune:* Five minutes' Modulator Drill.
   Time: Introduction of the Silent Pulse with its time-name *saa.*
   Songs: Examples: "Easter Hymn," "Good-bye to Summer," "Lightly Row," "The Land of Nod."
10. *Tune:* Five minutes' Modulator Drill.
    Time: Introduction of the division of the pulse into Quarters, with the time-name Tafatefe.
    Songs: Examples: "Our Flag," "The Maple Leaf," "Merrily the Cuckoo."

NOTE 1.—Although no specific mention of Voice Training has been made in the above, the teacher should, as far as practicable, explain the advantages of forming correct habits of breath control and tone placing. It will be found of much benefit at the commencement of each lesson to give a few minutes' drill in singing sustained tones to the various vowels.

NOTE 2.—The lessons provided for above are for special instruction. From time to time additional practice should be given for a few minutes between class-periods.

34. Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

Hygiene

35. The object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

The course includes the following topics:—

General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act;* modes of preventing spread of these diseases.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bite, sun-stroke, and heat-stroke, burns; bandaging.

Physical Culture

36. The special object of the course in Physical Culture is to enable the teacher-in-training to make proper provision for the physical training of his pupils by means of a series of graded exercises to be used as recreation in class-room in intervals between classes, and of recreative gymnastics, or gymnastic games; and indoor and outdoor games.

The lessons provided for in 14 (3) (*b*) are intended for special instruction. Additional practice should be given frequently at recess in the exercises then taken up.

May, 1913.

SYLLABUS OF REGULATIONS AND COURSES FOR THE ENGLISH-FRENCH MODEL SCHOOLS AT OTTAWA, SANDWICH, STURGEON FALLS AND VANKLEEK HILL

Session 1913-1914

(Circular No. 4½)

Location and Purpose

1. The English-French Model Schools are located at Ottawa, Sandwich, Sturgeon Falls, and Vankleek Hill.

2. The purpose of these Schools is to prepare teachers of the Third Class in the theory and the art of organizing, governing, and instructing the pupils of the English-French schools of the Province, and to improve their academic preparation for teaching the subjects prescribed in the course of studies.

3. (*a*) At Sandwich, Sturgeon Falls, and Vankleek Hill, such Public and Roman Catholic Separate Schools as may be affiliated are used for the purposes of observation and practice teaching by the teachers-in-training.

(*b*) At Ottawa the affiliated English Roman Catholic Separate Schools are used for the purpose of observation, and the affiliated English-French Roman Catholic Separate Schools for the purposes of observation and practice teaching by the teachers-in-training, and for the teaching of model lessons by the staff of the Model School, and such teachers of the affiliated English-French Schools as the Principal of the Model School may designate for this purpose.

Session and Vacations

4. (1) The next session opens on the 2nd of September, 1913, and closes on June 19th, 1914.

(2) There are two vacations, as follows:

At Christmas, beginning on December 20th, 1913, and ending on January 5th, 1914; and

At Easter, beginning on Thursday, April 9th, 1914, and ending on Monday, April 20th, 1914.

(3) The daily session shall be one of five hours, exclusive of recesses. Saturday shall be a holiday.

(4) For the more important subjects, lesson-periods of 40 minutes each are recommended.

Conditions of Admission

5.—(1) Each candidate for admission shall apply not later than August 21st to the Deputy-Minister, who will supply the official forms provided for the following certificates:

(*a*) A certificate of good moral character, from a clergyman or other competent authority;

(*b*) A certificate from a physician that he is physically able for the work of a teacher, and especially, that he is free from serious pulmonary affection and from seriously defective eyesight and hearing;

(*c*) For admission to the Junior course at Sturgeon Falls, a certificate from competent authority, that the candidate will be at least fourteen years of age on or before September 2nd, 1913, and a certificate of having passed (*a*) the Entrance examination into the High Schools or an equivalent or a higher Ontario examination; or (b) the Brevet d'Ecole Modele examination of Quebec.

(*d*) For admission to the Course at Ottawa, Sandwich, and Vankleek Hill, or the Senior Course at Sturgeon Falls, a certificate from competent authority that the candidate will be at least sixteen years of age on or before September 2nd, 1913, and a certificate of having passed (a) the Entrance examination into the English-French Model Schools, or an equivalent or a higher Ontario examination; or (*b*) the District Certificate examination of 1904 or any subsequent year; or (c) the Brevet d'Ecole Academique examination of Quebec.

(2) Before admission, each candidate shall pass at the school (a) an oral examination in English and French Reading and Conversation, and (*b*) a written examination in English and French Grammar, Composition, and Spelling, unless the candidate has already passed the examination for Entrance into the English-French Model Schools. Both examinations shall be of the standard for Entrance into the English-French Model Schools, and shall be conducted by the staff of the school, and the results settled by the Principal.

6. (1) Every teacher-in-training shall, on admission, sign an agreement, that, if successful in obtaining a certificate he will teach thereon in the English-French Schools of the Province of Ontario for at least the first year of his subsequent teaching experience. The violation of this agreement will lead to the cancelling of the teacher's certificate.

(2) Every teacher-in-training who accepts the aid offered by the Department in Regulation 7 below shall, on admission, sign an agreement to teach in the English-French Schools of the Province of Ontario for three years or to reimburse the Department of Education at the rate of one-third of the total value of such aid for each unexpired year of the above mentioned three-year period.

Board and Travelling Expenses

7. (1) The Department of Education will pay $3.00 a week of the cost of board and lodging of those teachers-in-training in attendance whose ordinary place of abode is more than three miles from Ottawa, Sandwich, Sturgeon Falls, or Vankleek Hill, as the case may be.

(2) In the case of residents in the Province of Ontario, the Department will also pay the railway fare from their homes to the school in September and from the school to their homes at the close of the session; and, in the case of the non-residents of the Province, it will pay the railway fares from the station situated in Ontario and nearest their home, to the school and return fare to the same station at the times specified above.

(3) All teachers-in-training are required to secure standard certificates from the local agent when purchasing their tickets and to transmit them promptly to the Principal of the School.

(4) Unless specially authorized by the Minister of Education, teachers-in-training will be required to attend the Model School which is nearest to their homes.

(5) The foregoing allowances will be paid as follows: Part in the month of February for attendance till January 31st and railway fare to the school, and the balance in July for attendance during the rest of the session and return railway fare.

(6) A teacher-in-training who receives the financial aid provided for above will be required to teach in the English-French schools in Ontario for a period of three years or to reimburse the Department of Education at the rate of one third of the total financial aid for each unexpired year of the above mentioned three-year period.

Text-Books

8.—(1) Each teacher-in-training shall bring with him the text-books he has been using at school.

(2) Each teacher-in-training in the Junior Course at Sturgeon Falls will be provided with any additional text-books he may need for the course for admission into the English-French Model Schools.

(3) Each teacher-in-training in the Course at Ottawa, Sandwich, and Vankleek Hill, and the Senior Course at Sturgeon Falls will be provided with the following text-books needed for the course:

I. For Academic work:

(*a*) Such additional text-books prescribed for the High, Public, and Separate Schools, as may be found necessary.

(*b*) Les Fréres des Écoles Chrétiennes: Leçons de Langue Française (Cours Supérieur).

Charles Leroy: Lectures graduées et lecons de littérature.

Les Fréres des Écoles Chrétiennes: Cours theorique et pratique de Style.

Magnan et Tremblay: Nouvelle methode de Langue Française.

II. For Professional work:

(*a*) McMurray: The Method of the Recitation.

Gordy: Psychology.

Millar: School Management.

The Syllabus of Physical Exercises for Public Elementary Schools.

Practical Etiquette.

(*b*) Une réunion de Professeurs: Enseignement de la Lecture (Méthodologie).

Haustrate et Labeau: Cours complet de pedagogie.

(*c*) The Manuals of Methodology published by the Department of Education.

III. For work in the Practice Schools:

Such additional text-books used in these schools as may be necessary.

Duties of Staff

9.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School and the affiliated Separate School classes.

(2) The members of each staff of the affiliated Schools shall be provided by the Board, and shall be subject to the approval of the Minister. For Model School purposes they shall be subject to the authority of the Model School Principal.

Duties of Teachers-in-Training

10. (1) Teachers-in-training shall board and lodge only at such houses as are approved by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who, in the opinion of the staff, are unduly defective in scholarship, whose physical condition unfits them for teaching, or whose conduct or progress is unsatisfactory, may be dismissed by the Principal at any time during the session from further attendance.

Library

11. Under the direction of the staff, the Library shall be constantly used for consultation by the teachers-in-training. The library contains a supply of books of general and professional literature, and several copies of each of the following:

Carpenter, Baker, and Scott: Teaching of English.
Chubb: Teaching of English.
MacClintock: Literature in the Elementary School.
Arlo Bates: Talks on the Writing of English.
Arlo Bates: Talks on the Teaching of Literature.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Scott: Nature Study and the Child.
Arnold Foster: This World of Ours.
Geikie: Teaching of Geography.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.
Betts: The Mind and Its Education.
Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.
Magnan & Tremblay: Méthode de Langue Française. Teachers' Ed. I Book, II Book.
Les Fréres des Ecoles Chrétiennes: Méthodologie.
Les Fréres des Ecoles Chrétiennes: Eléments de Pédagogie Pratique, Vol. II.
Carrè et Liquier: Traite de Pedagogie.

Literary Society

12. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. It should begin immediately after the work of organizing the school has been completed, and should meet at least twice a month until the special preparation for the final examination begins. The programme should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

Certificates

Subjects and Values of Examination Papers

13. (1) (*a*) The final standing of the teacher-in-training in the subjects of Groups I and II below, shall be determined on the combined results of his sessional records (and an examination at Christmas), and a final written examination on papers prepared by the Department.

(*b*) The final examination papers in Groups I and II shall be uniform for all the Model Schools, and shall be based upon the courses as laid down below in this Syllabus.

(2) (*a*) The examinations in Group II shall include a thorough test of the academic qualifications of the teacher-in-training.

(*b*) At the examinations in Groups I and II there shall be one paper on each subject, and the maximum marks for each subject shall be 70, and for the sessional records in each subject, 30.

Group I

Principles of Education, School Organization and Management.

Group II

Arithmetic, Literature (English and French), Grammar (English and French), History, Composition, and Geography.

Group III

(3) The final standing of the teacher-in-training in the subjects in Group III, enumerated below, shall be determined by the staff upon the sessional records, and a final examination in which the tests, as far as practicable, shall be both academic and professional; the maximum for the records in each subject shall be 30, and for each subject at the final examination 70, except for Manners, in which 25 marks shall be allowed for the paper and 25 on the report of the staff as to the general deportment of the teacher-in-training during the session:

Art, Vocal Music, Oral Reading, Spelling, Writing, Nature Study, Physical Culture, Hygiene, and Manners.

Value of Observation and Practice-Teaching

Group IV

The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

Certificates

14.—(1) A teacher-in-training who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may on the recommendation of the staff be granted a Third Class Certificate valid for five years in an English-French School.

(2) A teacher-in-training who fails at the final examination in one or more of Groups I, II, and III, but who makes 60 per cent. of the aggregate of the marks for Group IV, and 34 per cent. of the marks in each subject and 50 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, be granted a District Certificate valid for one year in an English-French School. He may thereafter taking one or more groups at a time obtain a Third Class certificate without attending a second session, by passing in the Group or Groups in which he has failed. All other candidates who fail shall attend a second session.

(3) Candidates who are exempt from attendance and who are actually engaged in teaching shall pass the June or August examinations in Groups I, II, and III, but they shall be exempt from an examination in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully for at least half a year. For such candidates, each subject in Groups I, II and III shall be valued at 100 marks, except Manners, which shall be valued

at 50, and the pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each Group.

Courses of Studies

15.—(1) The Junior Course of Study at Sturgeon Falls shall cover a period of two school years, and shall be the academic course prescribed for Entrance into the English-French Model Schools. (See High School Regulations, Departmental Examinations).

(2) The Course of Study at Ottawa, Sandwich and Vankleek Hill, and the Senior Course at Sturgeon Falls shall cover a period of one school year, and be both academic and professional, as follows:

(*a*) The Principles of Education and General Methodology, School Organization and Management, and Special Methodology.

(*b*) A thorough review of the Public and Separate School Course from the standpoint of Pedagogy and the requirements of the Public and Separate Schools, *the Special Methodology being taken up at each stage of the academic review.*

(*c*) Special instruction in Writing, Art, Physical Training, Hygiene, Music, Sewing, Manual Training, School Law and Regulations, English Reading, French Reading (including Literature), French Grammar, and French Composition (including Spelling) as provided in the text-books detailed in Reg. 8, I (*b*).

(*d*) Supervised Observation and Practice-teaching in the Affiliated Schools, as detailed in Regulations 23-28.

Language of Communication and Instruction

16. In the Model School itself the language of communication and instruction shall be English, except in the teaching of French Reading, Grammar, and Composition, for which French may be used. In the Affiliated Schools the provisions of the Regulations for English-French Schools shall prevail.

Order of the Courses

17. In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, an introductory course shall be taken up in the following order:

(1) A three weeks' elementary academic review of the following subjects:—

Reading, Literature, Grammar, Language and Composition, Geography, History, Writing, Arithmetic and Mensuration, Vocal Music, Art, and Nature Study.

(2) The prime essentials of the course in the Principles of Education and General Methodology taken once a day for the same period.

18. To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as the special qualifications of the members of the staff will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public and Separate School programme.

When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

19. After the completion of the Introductory Course prescribed above, (1) The course in the principles of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first twice a week until finished.

(2) The total number of lessons for each of the following subjects should be, as nearly as practicable, as follows:

The Principles of Education and School Organization and Management, each 60; Manners, 5.

(3) The number of lesson-periods per week for each of the following subjects should be, as nearly as practicable, as follows:

French: Reading (including Literature), Composition, Spelling, and Grammar, 6; Art, 2; Music, 1; Manual Training, 1; Physical Training, 1; Writing and Bookkeeping, 1; Literary Society, 1; Observation and Practice-teaching, 4 (minimum); Religious Instruction, 1. Practice in Singing should also be given for a few minutes between lesson periods, and in Physical Exercises at recess.

(4) The provision for the other subjects of the course shall be made by the Principal in accordance with the amount of time at his disposal and the necessities of the teachers-in-training.

20. The following principles of selection and order should be observed in the Special Methodology and the academic treatment of the other subjects of the course:

(1) Arithmetic should be taken about three times a week for about the first six months. It should then be continued with at least one lesson a week to the end of the session.

(2) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics, Voice Culture, and Reading, should be related in organization; Geography, Language and Grammar, and Phonics and Voice Culture preceding in their respective groups.

(3) In the Science group, the Biological side should be given special attention during the Autumn and the Spring, and all the Science subjects should be taken up from the Nature Study point of view.

Observation and Practice-Teaching

21.—(1) The Introductory Courses provided for in Regulation 19, shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons 25, but these numbers shall each be increased to meet the necessities of individual teachers-in-training.

(2) Two periods of each day of the fourth week shall be spent in a course of observation of the organization and management of the school and of the work done by the teachers in the different forms of the affiliated schools under the supervision of the Principal, who shall each day discuss with the teachers-in-training the results of such observation.

(3) Before teaching an observation lesson, the Principal and all the assistants who take part in the Model School work should outline briefly upon the blackboard the points to be brought out in the lesson, and the relation to be established with previous knowledge.

22.—(1) When the attendance renders it necessary, the teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to

time. A member of the staff shall accompany the teachers-in-training in both the Observation and Practice-teaching courses.

(2) At least that group to which the teacher-in-training belongs shall be present at the discussion of his Observation and Practice-teaching lessons.

23.—(1) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the English-French Schools in all subjects and in all grades.

(2) Continuous practice-teaching for several periods towards the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

24.—(1) The Principal shall notify the teacher-in-training of the subject and the scope of the Observation lesson, whether taught by a Model School teacher or by a teacher of the affiliated school, and shall prepare the lesson beforehand.

(2) After observing the lesson, the teachers-in-training shall submit a report upon it to the master concerned for the discussion thereof.

(3) Teachers-in-training shall prepare a plan of each practice-teaching lesson for submission to the Model School teacher concerned.

25.—(1) The Model teachers in charge of the academic work in a subject shall develop its details in their teaching order, and shall also themselves teach model lessons in the Model Schools and affiliated schools. *These model lessons should be taught only at the close of what forms an organically whole section of the subject.*

(2) Model lessons shall also be taught by such teachers of the Affiliated Schools as the Principal of the Model School may select for the purpose.

(3) All the model lessons in the Affiliated Schools shall be taught in accordance with the regular programme of the School.

26.—(1) The necessary application of the Principles of Education and of Methodology shall be made systematically by the Model and the affiliated School teachers in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mental development.

(2) *Concerted work on the part of the Model and the affiliated School teachers shall be secured by frequent conferences, especially at the beginning of the session.*

SYLLABUS OF COURSES

The Principles of Education and General Methodology

27. The object of the course is to provide the teachers-in-training with such a working conception of the nature of Education and of Methodology as is practicable at this stage, and as will improve natural tact and skill by determining procedure and forming ideals.

The course includes the following topics:—

Aim of Education: Examination of the chief current definitions of Education; relation of aim to procedure in Education;

Laws underlying the Process of Teaching: The relation of analysis to synthesis, of induction to deduction; purpose of methods of instruction.

The Plan of the Recitation: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

Questions and Answers: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening, or modifying instincts and interests.

Habit and Association: Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations; relation of habit to character.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; how general notions should be applied; the value of types in the development of general notions.

Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

School Organization and Management

28. The object of the course is to give the teacher-in-training, in the light of the principles of education, a knowledge of the technique of school management and organization, which shall enable him to secure the orderly and efficient working of a one-teacher school.

The course includes the following topics:—

The Teacher: Natural qualifications of a good teacher; importance of scholarship, training, experience, professional studies, wide culture, Teachers' Associations, of good magazines, professional and cultural, etc.; the teacher's relations with the principal, the inspector, trustees, parents; civic and social duties; personal power and influence in the school and the community; daily preparation for teaching; correcting written exercises; care of health.

Classification: The value of school organization; evils of over-classification; promotions, when and how made.

The Daily Programme: Principles involved in the construction of a time-table; seat work; individual black-board work; the question of fatigue; typical time-tables for ungraded schools; school records.

Written Examinations: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

School-room Routine: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

Desirable School Habits: Punctuality; regularity; neatness in person and in work; accuracy; promptness; quietness; industry; obedience; truthfulness; honesty; the relation of the preceding to moral training.

School incentives: Kinds and office; effects on character, on school work, on health.

Order and Discipline: What is meant by good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment, ends and necessity, right conditions, characteristics of judicious punishment, injudicious punishment, the discipline of consequences.

Physical Education: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized and unorganized play; the teacher on the playground; physical exercise within the school.

The Kindergarten: Its essential principles; relation to the school system as a whole.

Note.—For information as to the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33.

The Ontario School Law and Regulations: In so far as they deal with the duties and obligations of teachers and pupils. The following should be emphasized—

The importance, in official correspondence, of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. These should be contracts as provided by the statute. Substituting for the contract an agreement made orally or by correspondence often leads to misunderstanding and difficulty.

Note.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and inspectors. The payments of the Grants and other matters directly affecting the teacher, trustees, and school.

Regulations of the Public and Separate Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies and the use of unauthorized books, pamphlets, school helps, and magazines.

The Ontario Public Health Act and Regulations: In so far as they pertain to teachers, pupils, and the school.

NOTE.—The sections of the School Law and the Public Health Act and of the Regulations referred to in the above syllabus are furnished by the Department in a special circular. The final examination in School Organization and Management will include questions in School Law and the Public Health Act and in the Regulations.

Special Methodology

29. The object of the course is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Public and Separate Schools, by enabling him to apply the principles of education and, in particular, to adopt to the work in each subject the principles of general method.

The work in special methodology should be preceded by a general survey of the Public and Separate School Course of Study with a view to understanding the special object of each subject and the correlation of the different subjects amongst themselves.

These lessons should be followed by the systematic study of the subject matter of the Public and Separate School text-books with emphasis on the elements; such study to be concurrent with special methods of instruction, accompanied by type lessons and other illustrations of the most important topics, and including those topics detailed under each head below, so that the teacher may know how to use each text-book. The work in the special methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

The special methodology of teaching English to French-speaking pupils is outlined under Language and Composition below, and fully dealt with in the Manual of Methodology. For the methodology of French Reading and Grammar, little special provision is necessary; it may easily be adapted to the Methodology of English Reading and Grammar. In the case of Grammar, however, elementary French Etymology should be taken up in the Language Lessons of Form II on account of the numerous inflections which must be assimilated early in order that the pupil may be able to write and spell even simple sentences. Such other special methodology in French as is needed is provided for in the professional works listed in Reg. 8, II, (*b*).

The Manuals of Methodology, provided in each subject by the Department of Education should be constantly used by the teachers-in-training.

Language and Composition

30. The special object of the course in Language and Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English and good French as a fixed unconscious habit.

The course includes the following topics:—

Oral and Written Composition: Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

Teaching English to French-speaking Pupils of Form I: The Natural, or Direct method: The establishment of the same direct association between experience and expression as exists in the use of the mother tongue—in associating in the mind the impression or idea directly with the English word, and, in the process, the successive use of the eye, ear, and voice—showing, expressing, and having the pupils repeat. The object of the method to give the pupils the command of the language as a means of oral and written self-expression.

The mother-tongue not required to teach English, if the natural method is properly applied. When required to clear up any difficulty or to avoid a loss of time, its use to be confined to explanations which are absolutely necessary.

The value of Nursery Rhymes and Memory Gems as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil to understand clearly the meaning of everything he says, and never to be asked to write or memorize anything that he does not understand clearly, and cannot say correctly .

The methods to be adopted when the pupil has already acquired some knowledge of English.

Reading

31. The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to get the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.

The course includes the following topics:—

The Scope of Reading: Its correlation with other subjects; importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods in Reading: The word, sentence, phonic, and combination methods; devices for securing rapid word recognition and for fixing attention on the thought.

as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

Forms of Reading: The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Spelling

32. The special object of the course in Spelling is to prepare the teacher-in-training to secure accuracy in the subject.

The course includes the following topics:—

Scope of Spelling: The correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials for Spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

33. The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling.

The course includes the following topics:—

Selection of subject-matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Methods in Teaching Literature: Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought-elements and the analysis of these again into their elements; the place of

explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

Examination in Literature: Difficulties of examining in literature; specimen examination questions.

Teacher's Preparation: Special importance of teacher's own qualifications; sessional private reading-courses for teachers-in-training; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

Grammar

34. The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of his pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure.

The course includes the following topics:—

Meaning of Grammar: the relation of grammar to speech; correlation with other subjects; when to begin the study of English and French Grammar respectively.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

History

35. The special object of the course in History is to prepare the teacher-in-training to train pupils to adapt human experience to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country.

The course includes the following topics:—

The Scope of History: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purposes; the place of oral teaching and of black-board work by teacher, and of written exercises at seat and at black-board by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades, the place and purpose of local history and the history of the aborigines and pioneers.

Biography: The natural attractiveness of biography; the relation of biography to history; the use of a study of biography in the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Epochs: Their relation to biography; systematic chronological study of history and its value and dangers; the causal sequence of events.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Supplementary Material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades, significance and value of our Flag.

Geography

36. The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs.

The course includes the following topics:—

The Scope of Geography; its relation to other subjects, especially to Nature Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies, rock formation and soils, distribution of mineral products, plant and animal life, the earth's relation to other heavenly bodies, weather and climate, man's relation to the rest of the world, and a general outline of commercial and political geography, with special reference to the United Kingdom, Canada, and the other important parts of the British Empire.

Methods in Geography: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, black-board drawings, natural objects, specimens of products, stereoscopic views; sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions in connection with the observations in local geography; the use of the reference library, books of travel, geography readers, etc.; common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by teacher owing to the mass of details.

Nature Study

37. The special object of the course in Nature Study is to broaden and deepen the sympathies and interests of the teacher-in-training, and, through him, those of his pupils, by training them to observe and interpret the common phenomena of the world about them.

The course includes the following topics:—

The Character and Scope of Nature Study: Its relation to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions; the study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of Public Schools.

NOTE.—As often as practicable teachers-in-training should make excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. They should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, of factory products, garden flowers, etc.

Arithmetic

38. The special object of the course in Arithmetic is to improve the teacher-in-training's knowledge of the subject that he may use it effectively as a means of logical training, and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the computations which their future life may render necessary.

The course includes the following topics:—

The Scope of Arithmetic; its relation to the other subjects of the Curriculum; importance of its practical aspects as related to the lives of the pupils; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis; induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy, and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; black-board work; drill and examination work in arithmetic checking written work in the class-rooms.

The various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in rural Public School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting; measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions;

multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers; recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

39. The object of the course in Writing is to train the teacher-in-training to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject.

The course includes the following topics:—

Methods in Writing: Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the black-board to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

Art

40. The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training of his æsthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils.

The course includes the following topics:—

The Scope of Art: Art as a mode of expression and a means of æsthetic culture; its correlation with other subjects in the school course.

How to Use the Various Mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Landscape in ink, water colours, and pencil.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing of common spherical, cylindrical and rectangular objects illustrating the principles of freehand perspective—pencil.

Illustration: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

Pose Drawing: Ink mass, pencil outline, pencil values, and water colours.

Black-board Drawing: White and coloured crayons and charcoal.

Colour Harmonies and Neutral Values: Water colours.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

Manual Training

41. The special object of the course in Manual Training is to train the teacher-in-training to appreciate the educational value of various forms of constructive work, and to use constructive exercises in the most effective ways.

The course includes the following topics:—

The Scope of Manual Training, its correlation with other subjects in the curriculum; outlines of courses in the different forms of hand work. The practical course includes the following with concurrent methodology:

Typical forms of constructive work adapted to the capacities of children in the lower grades, including weaving, elementary paper, and cardboard work and modelling. (The course for Forms I, II, and III of the Public and Separate schools.)

Music

42. The special object of the course in Music is to qualify the teacher-in-training to undertake the teaching of simple songs adapted to the requirements of rural schools, and the elements of time and tune embodied therein.

The course includes the following topics:—

Tune: Practice in singing, from the Tonic-Solfa modulator, or the Staff, the simpler intervals of the Major Scale, in any key.

Time: Practice in singing simple rhythmic exercises in two, three, four and six pulse measure, containing continued tones and easy divisions of the beat.

Voice Culture: Practice in breath control and exercise calculated to promote correct habits of voice production in speaking and singing.

Songs: The study of Rote Songs adapted to the lower forms of Public Schools.

The study of songs learned by note, from the Tonic-Solfa, or Staff notation. This should commence with the simpler elements of time and tune, and proceed to the more advanced grades.

NOTE.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

Hygiene

43. The special object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

The course includes the following topics:—

General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act;* modes of preventing spread of these diseases.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sun-stroke and heat-stroke; burns; bandaging.

Physical Training

44. The special object of the course in Physical Training is to enable the teacher-in-training to make proper provision for the physical training of his pupils by means of a series of graded exercises to be used as recreation in class-room in intervals between classes, and of recreative gymnastics, or gymnastic games; and indoor and outdoor games.

Manners

45. A course in Manners. Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

August, 1913.

SYLLABUS OF REGULATIONS AND COURSES FOR THE NORMAL SCHOOLS AT HAMILTON, LONDON, NORTH BAY, OTTAWA, PETERBOROUGH, STRATFORD AND TORONTO

Session 1913-1914

(Circular No. 23)

Location and Purpose

1.—(1) The Normal Schools are situated at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto.

(2) The purpose of the Normal Schools is to prepare teachers of the Second Class in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools: and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the programme of studies.

(3) The Normal Schools, the Model affiliated Public Schools, and the affiliated Rural Schools, are used to afford the teachers-in-training adequate means of observing well-conducted schools, and of securing practice in teaching, discipline, and management.

Grades of Teachers-in-Training

2. There are two grades of teachers-in-training:

Grade A.—Those who hold certificates of having passed the full examination for Entrance into the Normal Schools or Faculties of Education, and who hold

Third Class certificates, and have taught successfully a Public or a Separate School for at least one year as certified by an Inspector of Public or Separate Schools.

NOTE.—Grade A candidates will be admitted to the Normal Schools at London, North Bay, Ottawa and Toronto. For candidates of this grade provision will be made in the other Normal Schools only where at least twenty-five candidates apply for admission.

GRADE B.—All others who hold certificates of having passed the full examination for Entrance into the Normal Schools or to the Faculties of Education.

NOTE 1.—A Junior Teacher's academic certificate will be accepted in lieu of the certificate of having passed the full examination for Entrance into the Normal Schools, and a Senior Teacher's, in lieu of the certificate of having passed the examination for Entrance into the Faculties of Education.

NOTE 2.—A certificate of having passed the Middle School examination for Entrance into the Normal Schools, having endorsed thereon the prescribed certificate from the Principal of an Approved School that the applicant has completed satisfactorily the Lower School subjects of the High School course prescribed for Entrance into the Normal Schools, will be accepted as a certificate of having passed the full examination for Entrance into the Normal Schools.

Sessions and Vacations

3.—(1) The session of the Normal Schools shall begin on Tuesday, September 23rd, at 9 a.m.

(2) For teachers-in-training belonging to Grade A, who may qualify at Easter for Second Class certificates, it will end Thursday, April 9th, 1914. For all other teachers-in-training it will end on Friday, June 19th, 1914.

(3) There shall be two vacations as follows:

(*a*) At Christmas, beginning on Saturday, December 20th, 1913, and ending on Monday, January 5th, 1914.

(*b*) At Easter, beginning on Friday, April 10th, and ending on Monday, April 20th, 1914.

(4) The provision in Regulation 15 (1) (*c*) below, for observation by Grade B teachers-in-training in affiliated rural schools, should be carried out as far as possible before the Easter holidays. When it is not practicable to use for this purpose all the time during which the Grade A teachers-in-training are being examined, Grade B may be dismissed for the holidays at any time the Principal may find it necessary during the period of the Departmental examinations for Grade A teachers-in-training in Groups I and II.

Conditions of Admission

4.—(1) Application for admission shall be made to the Deputy Minister not later than Tuesday, September 2nd, on a form to be supplied by him.

(2) Candidates who have appealed against the results of the July examination should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

5.—(1) The applicant shall forward with his application to the Deputy Minister on official forms supplied by him, the following certificates:

(*a*) A certificate from competent authority that he will be at least eighteen years of age before October 1st, 1913.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(2) The applicant shall also submit, according to his grade, the certificates prescribed in Reg. 2 above.

(3) Applicants other than those holding the qualifications prescribed in (2) above, shall present, besides the certificates required in (1), (*a*), (*b*) and (*c*) above, a certificate of having passed the Middle School examination for entrance into the Normal Schools, and shall pass in addition in September an examination in the prescribed subjects of the High School Lower School in accordance with the following time-table, the pass standard being 40 per cent. of the marks for each subject and 60 per cent. of the aggregate:

NOTE.—Those who have complied with the prescribed conditions will be provided with a card of admission to a Normal School to be selected by the Minister. Without this card no one will be admitted.

Time Table

Tuesday, September 9th.

A.M..... 8.45— 9.00.....Reading Instructions to Candidates.
9.00—11.00.....Writing, Book-keeping and Business Papers.
11.10—12.00.....Spelling.
P.M..... 1.30— 3.30.....Geography.

Wednesday, September 10th.

A.M..... 9.00—11.00.....English Grammar.
P.M..... 1.30— 3.30.....Biology.

Thursday, September 11th.

A.M..... 9.00—11.00.....Arithmetic and Mensuration.
P.M..... 1.30— 3.30.....Art (Pencil and Brush Work).

NOTE.—For the examination in Art, candidates must come provided with drawing pencils, brushes, and colour boxes.

(4) This examination will be conducted at such of the following centres as may be selected by applicants not later than August 30th:

Windsor, Chatham, Sarnia, St. Thomas, London, Woodstock, Brantford, Simcoe, Cayuga, Welland, St. Catharines, Hamilton, Goderich, Stratford, Berlin, Guelph, Walkerton, Owen Sound, Orangeville, Barrie, Toronto, Whitby, Bowmanville, Cobourg, Lindsay, Peterborough, Belleville, Picton, Napanee, Kingston, Brockville, Kemptville, Prescott, Morrisburg, Cornwall, Alexandria, Vankleek Hill, Ottawa, Smith's Falls, Renfrew, Bracebridge, North Bay, Sault Ste. Marie, Port Arthur, Haileybury.

(5) Forms of application and full information for this examination will be sent to those who are required to write thereon, immediately on the receipt of their applications for admission. Applications to write on the examination must be received at the Department of Education not later than Aug. 30th. Only *bona fide* applicants for admission to the coming session of a Normal School are eligible to become candidates at this examination.

NOTE.—After the present year, the September Lower School Examination will be discontinued.

(6) No one will be admitted to a Normal School who does not agree if successful in obtaining a teacher's certificate, to teach thereon in the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

Special Provisions for the North Bay Normal School

6.—(1) (*a*) For admission to the North Bay Normal School an applicant must be at least eighteen years of age before the close of the session.

(*b*) In the case of a teacher-in-training who is admitted under the special age provision above, the certificate granted will be valid only in the schools in a District or in the schools of the poorer parts of the counties to be designated by the Minister for the first year subsequent to its issue.

(2) (*a*) The Department of Education will pay $4.00 per week of the cost of the board and lodging of teachers-in-training who have been in attendance throughout the whole course and whose ordinary place of abode is in Ontario and more than three miles from the Normal School. It will also pay the railway fare of all such going to the School from their homes in September and returning to their homes at the close of the session. The foregoing allowance will be paid on the requisition of the Principal of the school in November, January, April and July.

(*b*) In the case of a teacher-in-training who receives the financial aid provided for above, the certificate granted will be valid only in the schools of a District or in the schools of the poorer parts of the counties to be designated by the Minister, until he has taught for three years therein, or until he has reimbursed the Department of Education at the rate of one third of the total financial aid for each unexpired year.

Duties of Principals and Assistants

7.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Normal School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Normal and the Model School.

(2) The other members of each staff shall be subject to the authority of the Principal.

(3) Subject to the direction of the Minister, each Normal School Master, in company with the Public School Inspector, shall visit each year Rural Schools in the district in which the Normal School is situated. He shall submit a report of his observations for the consideration of the Minister and of the whole staff of the Normal School.

(4) Subject to the direction of the Minister, each member of the Normal School staff shall take part in the work of the Teachers' Institutes at such dates as the Minister may arrange.

Duties of Teachers-in-Training

8.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-Training who are unduly defective, in scholarship, or are physically unfit for the work of a teacher, or whose conduct or progress is unsatis-

factory, may, if the Principal so decides, be dismissed by him at any time during the session from further attendance at the Normal School.

(4) All applicants are required to review carefully before entering, the work of the Lower School of the High Schools.

Text-Books

9.—(1) The text-books for the academic work shall be those prescribed in each subject for the High Schools.

(2) The text-books for the professional work shall be the text-books prescribed for the Public Schools, and the professional books whose titles are printed below in italics.

Library

10. Under the direction of the different members of the staff, the Library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, and a sufficient number of copies of each of the most important professional books of reference, a list of which is given in this Syllabus.

Literary Society

11. A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. It should begin immediately after the work or organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays. Suitable lecture courses also will be arranged for under the direction of the Minister of Education.

Examinations

Subjects and Values

12.—(1) (*a*) The final standing of the teacher-in-training shall be determined on the combined results of his sessional records and his prescribed examinations.

(*b*) In addition to oral and written class tests in each subject, and the Observation and Practice-teaching records, there shall be a written examination in the subjects of Group I and II below, immediately before the Christmas vacation.

(*c*) There shall be two Final written examinations in Groups I, II, and III, one at Easter for the teachers-in-training belonging to Grade A; and one at the close of the Session in June for the teachers-in-training belonging to Grade B, and for those of Grade A who fail to qualify at Easter or who postpone their examination.

(*d*) The final examination papers in Groups I and II shall be uniform for all the Normal Schools, and shall be based upon the courses as laid down in this Syllabus.

(*e*) The examination in Groups II and III shall include a thorough test of the academic qualifications of the teacher-in-training for teaching all grades of Public School work.

(2) At each examination in Groups I and II there shall be one paper on each of the following subjects and the maximum marks for each subject shall be 100, distributed as follows: 20 for the Christmas examination, 20 for the Sessional Records, and 60 for the final examination.

Group I.

Professional. Science of Education, History of Education, School Organization and Management.

Group II.

Academic and Professional. Arithmetic, Literature, Grammar, History, Composition, Geography, Elementary Science, and Agriculture.

Group III.

(3) The marks counted in estimating the final standing of the teacher-in-training in the following subjects shall be those awarded him during the session, more especially toward the close thereof, for the oral, written, and practical tests in matter and, where applicable, in method, the maximum for each subject being 100 each, except for Manners, for which the maximum shall be 50 (25 for the paper, and 25 on the report of the staff as to the general deportment of the teacher-in-training).

Academic and Professional. Art, Music, Reading, Spelling, Manual Training, Household Science, Physical Training, Writing and Bookkeeping, Algebra and Geometry, Nature Study, Physiology and Hygiene, and Manners.

Group IV.

(4) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded him in these subjects during the session and more especially toward the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,200, and those for observation lessons 200.

Certificates

13.—(1) A teacher-in-training belonging to Grade A, who, at the Easter or the June final examinations, obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks in each of Groups I, II, III, and IV, may, on the recommendation of the staff, be awarded a permanent Second Class certificate, provided he is then twenty-one years of age or an Interim certificate valid until he reaches that age, when a permanent certificate may be issued on application.

(2) A teacher-in-training, belonging to Grade B, who at the June final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks in each of Groups I, II, III, and IV, may on the recommendation of the staff be awarded an Interim Second Class certificate, which will be made permanent at the end of two years' successful experience duly certified on an official form by the Inspector concerned, provided the teacher is then twenty-one years of age. An Interim Second Class certificate which expires before the teacher is twenty-one years of age, or before the holder has taught two years thereon, may be renewed until that date, on the recommendation of the Inspector concerned.

(3) (*a*) A teacher-in-training who at the June final examinations fails to obtain a Second Class certificate but who makes at least 60 per cent. in Group

IV, and 35 per cent. of the marks in each subject and 55 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, be awarded a Third Class certificate valid for five years.

(*b*) Such teacher-in-training who at subsequent Easter or June examinations passes in the Group or Groups in which he failed, by passing in one or more Groups at a time, may be awarded an Interim Second Class certificate in accordance with the conditions prescribed in (2) immediately preceding.

(4) All other teachers-in-training shall be required to attend a second session.

(5) Candidates who have not attended a Normal School, who are exempt from such attendance, and who are actually engaged in teaching, may take Groups I, II, and III, at the same examination or at different examinations, and shall be exempt from an examination in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully. The pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks in each of Groups I, II, and III.

PROGRAMME OF STUDIES

At the University of Toronto, the College of Art, Toronto, and the Ontario Agricultural College, Guelph.

14.—(1) From April to the end of June courses will be provided in Elementary Household Science, at the University of Toronto; in Art, at the Ontario College of Art, Toronto; and in Elementary Agriculture and Horticulture at the Ontario Agricultural College, Guelph. Candidates who pass the prescribed final examinations connected therewith will be awarded Elementary Household Science, Elementary Art, or Elementary Agriculture and Horticulture certificates. These courses will be supplementary to those in the same subjects in the Normal Schools and may be taken by teachers-in-training who pass the Easter examination for Second Class certificates. For the candidates who take these courses an allowance is made for board, with travelling expenses and free tuition.

(2) For other Normal School students who have taken the High School course in Manual Training, Household Science, or Agriculture and Horticulture, or the Middle School course in Art, who have passed the special examinations in these subjects at the close of the High School course and of the Normal School course ending in June, a summer course will be provided each July in Household Science and Manual Training at the University of Toronto; in Art, at the Ontario College of Art, Toronto; and in Elementary Agriculture and Horticulture, at the Ontario Agricultural College, Guelph. Those who pass the prescribed final examinations will be awarded certificates in Elementary Manual Training, Household Science, Art, or Agriculture and Horticulture.

NOTE.—See the Spring and Summer School announcements of the University of Toronto, the College of Art, and the Ontario Agricultural College.

At the Normal Schools

15.—(1) The courses at the Normal School shall consist of the following:

(*a*) A review of the Public School course and of the academic subjects prescribed for admission into the Normal Schools, especially those of the Lower School, from the standpoint of pedagogy and the requirements of the Public and Separate Schools, with such an extension of said subjects for the purpose of culture as time will permit; also special instruction in Reading, Writing, Art, Physical

Training, Physiology and Hygiene, Music, Household Science, Manual Training, Manners, School Law and Regulations.

(*b*) The Science of Education, including Applied Psychology and Ethics, Child Study, and General Methodology; the History of Education; School Organization and Management; and Special Methodology.

(*c*) Supervised Observation in the Model Schools, and in the affiliated Rural Schools of the adjoining county or counties.

(*d*) Supervised Practice-teaching in the Model Schools.

(2) For teachers-in-training of both Grades A and B, the main details of the courses shall be the same, but the courses for Grade A shall be more intensive than those for Grade B.

Teachers-in-training belonging to Grade A are required to have made themselves familiar with Bett's "The Mind and its Education," and McMurry's "The Method of the Recitation," before entering the Normal School.

ORDER OF THE COURSES

Introductory

16.—(1) In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, the following introductory courses shall be taken up in the following order, having due regard to the requirements of Grades A and B respectively:

(*a*) The introduction to the Science of Education, and those parts of the Applied Psychology, and Child Study which bear most directly upon General Methodology, the prime essentials of which shall be discussed in this connection. To this course shall be added a discussion of the functional value, as defined herein, of each of the Normal School courses.

(*b*) A supervised course of Observation in the different forms of the Model Schools.

One lesson a day shall be given in the course in (*a*) the total number being about twenty-five, and the number of introductory Observation lessons not exceeding ten.

(2) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as the special qualifications of the members of the staff will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School programme. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(*a*) On the professional side, after the completion of the Introductory Course [16 (1)], the course in the Science of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first three times a week until finished. The History of Education should not be taken up until after Christmas.

(*b*) The total number of periods for each of the professional subjects should be as nearly as practicable as follows:

The Science of Education, including the Introductory course, 70; School Organization and Management, 65; the History of Education, 32; Manners, 5.

(*c*) The number of lessons per week for each of the professional and academic subjects shall be, as nearly as practicable, as follows: Mathematics, 3; English (Grammar, Literature, History, Language and Composition, Spelling, and Reading), 7; Science (Physics, Chemistry, Biology, Geography, and Physiology and Hygiene), 5; Art, 2; Music, 2; Manual Training, 1½; Physical Training, 1; Writing and bookkeeping, 1; Domestic Science, 1½; Literary Society, 1; Observation and Practice-teaching, (minimum) 4; Religious Instruction, 1.

(3) The foregoing principles of selection and order should also be observed as follows, in the Special Methodology and the academic treatment of the other subjects of the course:

(*a*) In the Mathematical group, Arithmetic should be taken up before Algebra and Geometry, being taken three times a week for about the first six months. It should then be continued with one lesson a week to the end of the session, the other two periods being given to the special methodology of Algebra and Geometry.

(*b*) The subjects of the groups, Geography and History; Language and Grammar, and Composition; and Phonics, Voice Culture, and Reading should respectively be related in organization as are the subjects of the mathematical group; Geography, Language and Grammar, and Phonics and Voice Culture preceding in their respective groups.

(*c*) In the Science group, the Biological side should be given special attention during the Autumn and the Spring, and the Science subjects should be taken up first from the Nature Study point of view. On account of their relations to parts of the courses in Art, Domestic Science, and School Management, suitable introductory courses bearing directly on these subjects should be provided in Chemistry and Physics. So, too, on account of its basal relations to Psychology, Physical Training, Music, and School Management, the course in Physiology should be taken up at the beginning and completed as soon as practicable.

(*d*) The courses in Music, Art, Writing, Physical Training, Literature, Manual Training, and Domestic Science should continue throughout the session.

(*e*) Short courses should be provided at the beginning of the session in Spelling and Manners; and, towards the close, in School Law and Regulations.

Observation and Practice-Teaching

17.—(1) The Introductory Courses provided for in Regulation 16 shall be followed by systematic Observation and Practice-teaching, the minimum number of observation lessons being 40 and of Practice-teaching lessons 25 for Grade B, and 20 for Grade A teachers-in-training, but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (*a*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time.

(*b*) At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(3) (*a*) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(*b*) The Observation and Practice-teaching lessons provided for in the logical development of the Normal School course shall be supplemented by other lessons in such forms of the Model School as may be available.

(*c*) Continuous Practice-teaching for several periods toward the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

(*d*) Teachers-in-training shall be available as substitutes in the Public or Separate Schools of the locality (urban or rural) in which the Normal School is situated, subject to arrangement with the Principal of the Normal School.

(4) (*a*) Teachers-in-training shall be notified by the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(*b*) After observing the lesson, they shall discuss it with the Model School Teacher concerned.

(5) (*a*) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson, by the Model School teacher after consultation with the Normal School Master concerned.

(*b*) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the Model School teacher concerned.

(6) (*a*) Model lessons shall be taught by the teachers of the Model School in accordance with the regular programme of the Model School.

(*b*) The Normal School masters in charge of the academic work in a subject shall develop its details in their teaching order, and after each suitable step, shall also themselves teach model lessons in special Public School classes both in the Normal School and in the Model School itself. At these lessons, the Model School teacher in charge of the subject shall be present.

(7) (*a*) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by both the Normal School Masters and the Model School teachers in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth. From time to time the Master in charge of the Science of Education should formally illustrate by actual teaching the principles he has discussed in class.

(*b*) As far as practicable, it shall be the duty of the members of both the Normal School and the Model School staffs, in accordance with the time-table, to be present at the Observation lessons and Practice-teaching of the teacher-in-training and to make jointly the criticism and the valuation of his work.

(8) Concerted work on the part of the Normal and the Model School shall be secured by frequent conferences of the staffs of both schools, especially at the beginning of the session.

DETAILS OF COURSES

Science of Education

18. The object of the course in the Science of Education is to provide the teacher with a working conception of the nature of education which will be useful to him in forming ideals and determining procedure, to give him a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy.

The course, which shall be as *practical* as possible, includes Applied Psychology, Child Study, and General Methodology, as follows:

Introduction

19. *The Aim of Education*: Provisional statement of the aim of education to be used as a working definition.

Function of the School: Function of the School in directing the development of the child's experiences during the plastic period; relation of the school to other social institutions, the home, the church, the state, the vocation.

Subjects of Study: School studies as typical forms of experience that the race has found valuable in meeting its needs; basis for determining the functional value of a subject in a course of study.

Methods of Instruction: The purpose of method; necessity for basing methods of instruction on a knowledge of the characteristics and the conditions of mental life; the problem of method, a psychological problem. A preliminary outline of the general principles of method.

Books of Reference:—

McMurry: *The Method of the Recitation.* 75 cts.
Bagley: The Educative Process. $1.13.

Applied Psychology

20. *Problems and Methods of Psychology*: The subject-matter of psychology; the essential characteristics of mental life; contrast between mental and physical phenomena; "stream of consciousness" and its "contents"; knowing, feeling, and willing; their interdependence.

Methods of studying the facts of mental life; the meaning of introspection; the limitations of introspective methods; methods of observing and interpreting the expressive signs of mental life; the attitude of the teacher as an observer; the place of experimental methods.

Nervous System and Mental States: Body and Mind, general nature of their connection; illustrations to show that mental life is dependent on physical conditions; outline study of the structure and functions of the nervous system in so far as it is related to mental processes; relation of mental growth to the development of the nervous system; conditions of sensory and motor development, development of the nerve centres through natural growth and through use; effects of disuse on nerve cells; connection between sensory and motor action: development of nerve connections: the "reflex arc": automatic and reflex acts: the process of the growth of motor control; importance of a knowledge of the growth of the nervous system to the teacher.

Instincts: The place of natural tendencies in the development of mental life; the nature of instincts: outline study of some of the more important human instincts; transitory character of many instincts; necessity for utilizing instinctive tendencies at the time of their appearance: the adaptation of the subject-matter of instruction to the stage of natural development of the child; the dangers of introducing subjects too soon or too late; useful and injurious instincts: methods of strengthening and modifying instincts through use, and of weakening or eliminating them through disuse, substitution or repression: transformation of instincts into habits.

Habit: Nature of habit; physical basis of habit; the functions and limitations of habit; the dangers of mental "fossilization"; the relation of habit formation to school studies, especially those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; pedagogical rules for the formation of new habits or the breaking up of old ones.

Interests: The nature of interests; interests as tendencies to thought and action.

Interests as an end to be sought in education; the importance of the cultivation of desirable and suppression of undesirable tendencies; instinctive interests; a classification of the more common instinctive interests; the relation of acquired to instinctive interests; the reciprocal character of knowledge and interest; growth of purposes and plans from natural instincts.

Interests as a means in education; tendencies as the starting points in acquisition of knowledge or the formation of habits of action; practical teaching rules for applying the principle of interest in gaining knowledge; the relation of interest to effort; distinction between the interesting and the easy, and between the interesting and the pleasurable.

Capacities and Activities: Examination of some of the more fundamental capacities.

Sensitivity: The relation of sense impressions to the growth of knowledge. Retentiveness: The importance of retention in the growth of experience; conditions of retention. Relating activity: First steps in thinking; dissociation, discrimination, and association as activities. Expression: Process of giving significance to motor movements; relation of impression to expression.

The development of capacities through experience; the place of formal discipline as an end in education.

Apperception: Mental states or acts as dependent on original tendencies and previous experience; the development of mental life as conditioned on the interaction of the "old" and "new"; learning as the development of experience into experience; necessity for making experiences meaningful; the process of interpreting the new in terms of the old; the necessity for studying the child's tendencies and capacities in selecting and presenting the subject matter of instruction; significance of the pedagogical maxim, "Proceed from the known to the related unknown."

Attention: The nature of attention; the selective character of attention; meaning of concentration of attention, dispersed attention and inattention; conditions of non-voluntary, or spontaneous attention; the relation of habit to attention; methods and devices for securing spontaneous attention; the conditions of voluntary attention; growth of purpose and plans; the importance of an aim on the part of the learner; the development of aims and ideals as an end in education; methods of securing voluntary attention; the application of the law of derived interest to school studies; the relation of voluntary to non-voluntary attention; gaining and holding attention; physical conditions favourable and unfavourable to attention.

Sensation and Perception: Sensation as a mental process; the physical conditions of sensation; classification of sensations; sensation qualities; the nature of perception; the presented and reproduced factors in perception; the functions of sensation and perception as forming the basis for thought; the development of perception; the growth of percepts in richness and definiteness through the detec-

tion of new features connected with old things; the meaning of observation; the relation of observation to alertness and keenness of sense activity and to knowledge, interests and purposes; methods of cultivating habits of observation.

Imagination: Relation of imagery to sensory experiences; the function of imagery in interpreting the present by the past and in forming aims, purposes, and plans; power of imagery as varying in different people; types of imagery; the reconstruction of images; reproductive and productive imagination; their relation to each other; simultaneous association of images, as in perception; successive association of images in the train of thought: laws of association; physical basis of association; training the imagination as involving the storing of the mind with a rich stock of usable images and giving facility and dexterity in grouping images into new wholes for the sake of a definite purpose; school studies and activities as a means of training the imagination; study of children for the purpose of determining the "mind stuff" in which they think.

Memory: The characteristic features of memory; the relation of memory to reproductive imagination; retention, recall and recognition as factors in memory; characteristics of a good memory; recency, vividness, frequency and association as factors in efficient recall; training of memory; cultivation of memory as improvement in methods of recording facts; methods of securing vividness of original impression; relation of attention to retention; rules or proper use of repetition; methods of securing association and organization; cramming and its effects.

Thinking: The importance of consciousness of meaning in the development of mental life; meaning dependent on relations; thinking as the process of grasping relations; thinking of the child and the adult compared; analysis of conceptional thinking; nature and growth of a concept; the place of the image in conception; the relation of conception to language; judgment as a phase of thinking; sound judgment as an end in education; reasoning as purposive thinking; deductive reasoning; inductive reasoning; the interrelation of induction and deduction; principles involved in training in thinking; school studies as a means of training in thinking.

Feeling and Emotions: Various uses of the term feeling; feeling as the tone of a conscious state; qualities of feeling; relation of feeling to cognition and to motor reaction; nature of emotion; relation of emotion to instinct and to feeling; conditions upon which the appearance of emotion depends; functions of feeling and emotion, their influences on attention, judgment and effort; outline study of some of the more significant emotions; directions along which emotional development should take place; place of habit in emotional development, the growth of moods, sentiments, temperaments, and dispositions; significance of school studies and activities in the growth of feeling and emotion.

Will: Involuntary and voluntary action compared; a voluntary act as the attentive selection of one way of action as against another; the place of deliberation, effort and choice in a voluntary act; factors in a well-balanced will; study of volitional types which vary from the normal, such as, the impulsive type and the obstructed will; relation of involuntary action to voluntary in the training of the will: methods of developing normal will through the activities of the school and the home; methods of dealing with abnormal types of will; education in its relation to conduct: elements involved in moral training; the function of the school in moral training; effects of methods of instruction on morals; moral effects of school studies; value of specific moral instruction; character development as the

full aim of education; factors in character development; the function of the school in character development.

Books of Reference:—

Betts: *The Mind and its Education,* $1.00.
Angell: Psychology. $1.60.
Halleck: Education of the Central Nervous System. 85 cts.
James: Talks to Teachers. $1.35.

Child Study

21. The object of the course in Child Study is to enable the teacher-in-training to adapt intelligently his methods in each subject to the child's mind at the different stages of its growth.

The course includes the following topics:—

The scope of Child Study; methods of investigation; importance to the teacher of the study of the child mind. Physical growth and development during infancy, childhood, and adolescence. Mental development during the same periods. Mental types and variations from normal mental conditions. Differences in individual children. The study of children along the lines suggested in the course in Applied Psychology.

Book of Reference:—

Kirkpatrick: Fundamentals of Child Study. $1.13.

General Methodology

22. The object of the course in its final stage is to gather up the main facts and principles bearing most directly on methods of instruction which have been developed in connection with the various topics in Applied Psychology and Child Study; and, by dwelling on connections and relations, to organize the whole into a comprehensive and logical system of General Methodology [See 16 (1) (*a*)] and so to form a basis for the Special Methodology.

The course includes the following topics:—

The Problem of General Method: The relation of general method to special methods and teaching devices; the relation of method to subject matter.

Planning for the Lesson: Principles to be observed in dividing the subject matter into topics or units of instruction; the adjustment of the lesson to the tendencies, needs and capacities of the pupils; the relation of the lesson to previous work and to the stage of development of the pupils; necessity for the teacher to study the class as well as the subject matter of the lesson.

Means of Presentation of the Lesson: Lecture, text-book, and question-and-answer methods of presentation; advantages and limitations of each; graphic representation as a means of presentation; diagrams, etc.; nature and functions of objective teaching; limitations of objective teaching; principles governing successful use of objects, pictures, models, maps, etc.

The Aim of the Lesson: Aim of lesson from the teacher's standpoint: aim of lesson from the pupil's standpoint; tendencies as the starting point in the growth of knowledge or the acquisition of skill; relation of the child's interest to native instincts and capacities and to the development of aims and purposes; the relation of interest to self-activity; the use of interest in the school-room; the normal attitude of the learner as an attitude of inquiry; the necessity for connecting the lesson

with some pre-existing need of the child or of making it fit into some of his purposes or plans; the place of the statement of the aim of the lesson; the nature and purpose of the preview.

Preparation of the Class for the Lesson: Necessity for revival and reconstruction of the old experiences of the pupil in giving meaning to the new lesson; the aim of the lesson as a purpose in the recall of old experiences; means of recalling and utilizing old experiences in the presentation of the new lesson; "preparation" as a formal step in method.

Development of the Lesson: The effect of the preview, the statement of the aim and the preliminary stage of preparation to fix in the mind of the learner a vague mental whole within which mental movement in the lesson takes place; the purpose of the development of the lesson to give definiteness to this whole; the development as a process of analysis, focusing attention on particular phases within the whole, and of synthesis, instituting relations among these particulars; typical illustrations from varied subjects to show the meaning and the universality of application of this principle; the interdependence of analysis and synthesis; learning as an analytic-synthetic process; the place of comparison and contrast in the development of the lesson.

The analytic phase in learning; the principle of selection of relevant analysis; the place of sense-perception, telling and inference in the development of individual notions; meaning of "analytic methods" of teaching.

The synthetic phase in learning; the adaptation and use of selected material; the development and application of universal notions; meaning of "synthetic methods" of teaching; inductive and deductive methods of teaching; "presentation," "comparison," "abstraction," "generalization," and "application," as formal steps in instruction.

Expression as a Stage in Method: Necessity for expression as a stage in rational method; interdependence of impression and expression; the importance of this interdependence as the basis for the constructive side of school work.

Typical Lesson Forms: The study lesson; the recitation lesson; the development lesson; the drill lesson; the review lesson; the construction of lesson plans.

Teaching Devices: Use of questioning in the development of the lesson; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations; their office and value; uses of the blackboard.

BOOKS OF REFERENCE:—

McMurry: *The Method of the Recitation,* 75 cts.
Bagley: The Educative process. $1.13.
Thorndike: Principles of Teaching. $1.13.

History of Education

23. The object of the course in the History of Education is to widen the professional outlook and rationalize school practice through the discussion of the development and of the merits and the defects of educational theories. It presupposes an historical background and discusses movements rather than individuals.

The course includes the following topics, and deals only with the most important points:—

Education Prior to the Fifteenth Century: *A very brief* survey of significant movements, with reference to the following topics: Education among primitive

peoples; education in Sparta and Athens, the idea of a liberal education; education in Rome, the idea of practical education; education and monasticism; education and chivalry, the early Universities.

The Renaissance: The relation of the Renaissance to modern civilization; its origin and educational significance; Erasmus, Vittorino da Feltre, and Sturm; influence of Renaissance upon subject matter, methods, and purposes of schools; humanistic conception of education; humanism and realism.

Reformation and Counter Reformation: The Reformation and the Renaissance, Luther and elementary education in Germany; Schools of the Jesuits and other religious Orders.

Realism in Education: Verbal realism as represented by Rabelais and Milton; social realism as represented by Montaigne; sense realism as represented by Bacon, Mulcaster and Comenius.

Education according to Nature: Development of the new conception of education; Locke and Rousseau.

Modern Educational Theories and Movements: Pestalozzi and the elementary school; Herbart and Methodology; Froebel and the Kindergarten; Spencer and scientific tendencies in Education; the Montessori Method; education as social adjustment; public education in Great Britain; the development of public education in Ontario.

Books of Reference:—

Munroe: *A Brief Course in the History of Education*, $1.00.
Quick: Educational Reformers. 2 Editions, $1.20 and 95 cts.
Kemp: History of Education. $1.00.

School Organization and Management

24. The object of the course is to give the teacher, in the light of the Science of Education, a knowledge of the technique of school management and organization which will enable him to secure the smooth and efficient working of his school.

The course includes the following topics:—

Meaning and Aim of School Management: Organization and government of the school; basic principles of each; the ultimate aim of education; unity of purpose and co-operation of teacher and pupils essential.

Relation of Management to the Teaching Process: Teaching and governing closely interrelated; adjustment, the essential activity in education; how to secure this in the various subjects of study.

The Recitation: Its relation to management; the assignment of lessons; how to study.

The Child: Importance of the child; essential conditions of efficiency, health, sympathetic attitude to work, desire for improvement, effort to improve, good habits, and freedom.

The Teacher: Qualifications and characteristics of the teacher; chief duties in relation to the child, to protect the health of his pupils, to develop a right attitude to the work, to arouse desire for improvement and effort to make it, to cultivate good habits, and to protect the child's freedom; the teacher's code of ethics.

The Care of the Child: Healthful conditions in the school room,—the heating, ventilating, and cleaning of the building; humidifying the air; the water supply;

care of the grounds and out-buildings; protection from contagious diseases; seating; lighting; care of the eyes; fire drill; care of the mind; fatigue, how to avoid it; care of morals.

The Modern School: The building; the class-room; the playground; equipment of the class-room,—charts, library, tools and benches, etc.; co-operation of the pupils in the care of the school; use of building by the ratepayers; relation of teacher and pupils; relation of school and home.

Organization: The need of a suitable environment in school; meaning and elements of organization; grading,—basis, number of classes; the best conditions in a school with one teacher and in schools with several teachers; consolidation; special plans of classification,—the short interval plan, the group system, the individual plan, the Batavia System.

The First Day in School: General outline of what the teacher should do on the first day.

The Time Table: Principles involved in the construction of a time-table; its purpose and value; seat work; fatigue in relation to school work; typical time tables.

Records and Reports: Their importance and nature.

Order and Attention: The problem of attention; the relation of play activities and work activities; incentives, their use and abuse; routine in calling classes and in dismissing school; causes of disturbances; dealing with offences and weaknesses.

Results of Good Management: Good habits formed; knowledge extended; oral and written tests; character developed; Binet's scale of mentality as an auxiliary means of testing pupils.

School Law and Regulations: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils.

The following should be emphasized—

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. (P. S. Act, section 85 and form of agreement.)

NOTE.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants and of other matters directly affecting the teacher, trustees and school. (P. S. Act, sections 6, 7, 8, 9, 82, 84, 87, 99, 116; and Instructions 12, 13 and 14.)

Regulations and Course of Study of the Public Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to Inspectors etc. (P. S. Act, sections 49-54, 59, 63, 66, 72, 75-81.)

Non-resident pupils and the charging of fees. (P. S. Act, sections 70, 71.)

Penalties and prohibitions regarding the buying and selling of text-books and school supplies. (Department of Education Act, section 28; P. S. Act, section 112.)

The Ontario Public Health Act and Regulations, so far as they pertain to teachers, pupils, and the school.

Books of Reference:—

Bagley: Class Management. $1.13.
White: School Management. 90 cts.
Landon: Principles and Practice of Teaching and School Management. $1.13.
Ontario Schools Acts and Regulations (free).
Ontario Public Health Act and Regulations (free).

Special Methodology

25. The object of the course is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Model Schools, by enabling them to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method.

The work in the Special Method of each subject is introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:

(1) The selection and the organization of material for the Public School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction, concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public School Programme of Studies, the provisions of which shall be constantly kept in mind.

General Books of Reference:—

Regulations and Courses of Study of the Public and Separate Schools (free).
The Public School Manuals (free).
Carpenter, Baker and Scott: Teaching of English. $1.35.
Chubb: Teaching of English. 85 cts.
MacClintock: Literature in the Elementary School. 90 cts.
Arlo Bates: Talks on the Writing of English. $1.15.
Arlo Bates: Talks on the Teaching of Literature. $1.15.
Hodge: Nature Study and Life. $1.50.
Dearness: How to Teach Nature Study. 60 cts.
Silcox and Stevenson: Nature Study. 70 cts.
Scott: Nature Study and the Child. $1.35.
Coulter: Practical Nature Study. $1.20.
Geikie: Teaching of Geography. 50 cts.
Smith: Teaching of Elementary Mathematics. 85 cts.
Young: The Teaching of Mathematics. $1.35.
Annandale: The Concise Imperial Dictionary. Cl. 65 cts., half morocco, $1.35.

Language and Composition

26. The special object of the course in Language and Composition is to prepare the teacher to train his pupils to speak and to write good English as a fixed, unconscious habit.

The course includes the following topics:—

Introductory: The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, and grace of expression.

Oral and Written Composition: Their relation; how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; importance of libraries for supplementary reading; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home work in written compositions; method of correcting compositions; value of re-writing.

Mechanics of Written Composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

Materials for Written and Oral Competition: Principles governing choice of topics; gathering, selecting and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary, and of places, operations and processes of personal interest; striking incidents in the history of the families of the pupils; pictures suggestive of stories, school games, autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style: invitations and replies thereto.

Reading

27. The special object of the course in Reading is to prepare the teacher to train his pupils to get the writer's thought and feelings and to communicate them to the listener so that he may appreciate them.

The course includes the following topics:—

The Scope of Reading: Its correlation with other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture.

The processes involved in reading: The relation of ideas to symbols; the associations of visual, auditory, and motor images in reading: conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea.

Forms of Reading: The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Methods in Reading: Examination of the various methods of teaching beginners to read; advantages and disadvantages of each: devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading: common faults on the part

of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression in all stages; expression to be based on impression; the objects of advanced reading; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

Mechanics of Vocal Expression: The necessity for attention to the principles of vocal expression; time, inflection, pitch, force, quality, pause, phrasing, emphasis, stress; and to exercises for rendering the organs of speech subservient to the will—vocalization, articulation, breathing, development of chest and lungs, vocal training for pure tone; the connection between the reading lesson and the singing lesson.

Spelling

28. The special object of the course in Spelling is to prepare the teacher to secure accuracy in the mechanism of written word-expression.

The course includes the following topics:—

Scope of Spelling: Its correlation with other subjects; nature and origin of peculiarities of English orthography; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods of Spelling: Necessity for teaching, not merely testing spelling; examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials for Spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling book.

Literature

29. The special object of the course in Literature is to prepare the teacher to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling.

The course includes the following topics:—

The nature and elements of literature.

Selection of Subject Matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to children of lower grades and of general works for pupils in the highest forms; complete wholes *versus* extracts; the correlation of literature with nature study, geography, history, etc.

Methods in Teaching Literature: Methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the extensive and intensive study of literature; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature: the importance of the teacher's own ability to read well; the futility of attempts to develop formally the critical sense.

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography and the experience of the pupils have a place here; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts and feelings to the unity of the whole, the main thought and feeling of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

Examinations in Literature: Difficulties of examining in literature; specimen examination questions.

Teacher's Preparation: Special importance of teacher's own qualifications; a class course in Literature, in part based on the poetic selections in the Readers; the literary study of portions of the Bible prescribed by the Department of Education; sessional private reading courses for teachers-in-training; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

NOTE.—Teachers-in-training having conscientious objections to the literary study of the Bible shall be excused therefrom by the Principal. Religious instruction by local clergymen of the different denominations is provided in each Normal School.

Grammar

30. The special object of the course in Grammar is to prepare the teacher to train his pupils in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure.

The course includes the following topics:—

Meaning of English Grammar; the relation of grammar to speech; correlation with other subjects; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Forms II and III.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax; elementary etymology, the derivation and composition of words.

History

31. The special object of the course in History is to prepare the teacher to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country.

The course includes the following topics:—

The Scope of History: The correlation of history with other subjects, especially geography; the special value of Canadian and British history; the proper perspective in the development of the subject; what makes an event important; the class academic review to deal with the most important features.

Methods: The recitation, its form and purposes, the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc., of readers, of source books, of the text-book, and of current journals and periodicals.

Stages in the Course: Special necessity for the adaptation of the teaching of history to the pupil's growing knowledge and logical capacity. The picture and story stage, a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage; an introduction to history proper, methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage; the study of causal relations and of the origin, development, and inner life of our institutions.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of aborigines, current history, pioneers, local history.

Characteristics of peoples, as those of the United States, Japan, China, Germany, France, Italy, Quebec.

Biography: The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of routes and means of transportation, etc., study of present forms of civic institutions.

Epochs: Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Supplementary Material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the flag.

Geography

32. The special object of the course in Geography is to prepare the teacher to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs.

The course includes the following topics:—

The scope of geography; its relation to other subjects, especially to nature study, history, and elementary science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and disintegration; origin, formation and composition of soils; distribution of mineral deposits, not overlooking local deposits of building material, as marl, limestone, brick, clay, and sand, and also of plant and animal life; the relation of the earth to other heavenly bodies; weather and climate; man's relation to the rest of the world; interdependence of nations; commercial and political geography.

Methods: Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, lantern slides and stereoscopic views; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena (see course in elementary science); excursions in connection with the observations in local geography; interschool correspondence; the use of reference library, books of travel, geography readers, newspapers and periodicals, etc., common mistakes in teaching geography and means of avoiding them.

Nature Study and Agriculture

33. The special object of the course in Nature Study is to broaden and deepen the teacher's sympathies and interests, and, through him, those of his pupils, by training him to observe and interpret the common phenomena of the world about him.

The course includes the following topics:—

The character and scope of nature study; its relation to formal science; its correlation with other subjects.

Materials for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc., supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature study as a method; special characteristics of a typical nature study lesson; uses and limitations of records of observations: directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various grades and departments of the Public School course of study; the relation of feeling to knowledge in nature study work.

School Gardens: The purpose of school gardens; school gardens as a phase of nature study work; their relation to agriculture and horticulture; the discussion of the purpose and possibility of the study of agriculture and horticulture in urban and rural schools; care of school gardens.

Practice in planning and plotting a garden; planning school grounds for tree planting in accordance with the principles of landscape gardening; preparation and planting of experimental plots in the school grounds to illustrate the benefits of rotation, fertilizing, spraying, mulching, etc.

NOTE.—Teachers-in-training should make frequent excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers

should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc. Besides acquiring experience in planning and planting gardens, teachers-in-training should visit schools where successful garden work is being done.

Elementary Science

34. The special object of the course in Elementary Science is to give the teacher a better appreciation of its general principles, a more accurate knowledge of its facts, and greater familiarity with apparatus; so that he may be able to teach natural and experimental science systematically.

The course includes the following topics:—

The scope of the experimental and natural sciences; their correlation with other school studies.

A comprehensive and practical review of the course in elementary science prescribed for the Lower School of High Schools, the emphasis in experimental science being placed on those facts and principles of chemistry, mechanics, heat, sound, light, and electricity which are essential to the understanding of common natural phenomena.

The construction of simple apparatus. (See under Manual Training.)

The Microscope: Its construction and use; selection and preparation of material for microscopic work, having direct reference to bacteriology—a short course.

Methods of Teaching: The meaning and value of observation and experimentation; inductive and deductive methods of investigation; the place of class room discussion; demonstration by the teacher and laboratory work by the pupil; the use of note-books and text-books.

NOTE 1.—The work in Elementary Science should be carried on through class-room discussions and laboratory work, with emphasis on the latter. Teachers-in-training should become familiar with methods of experimentation and should attain skill in instrument manipulation. They should also be required to keep neat and accurate records of observation and experimental work.

NOTE 2.—In both the nature study and the elementary science course the subject matter of biology should receive more attention than that of physics and chemistry, which are subjects of the July Entrance Examination. The course in nature study is of more importance than that in experimental science.

Arithmetic

35. The special object of the course in Arithmetic is to improve the teacher's knowledge of the subject that he may use it effectively as a means of logical training, and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the calculations and computations which their future life may render necessary.

The course includes the following topics:—

The scope of arithmetic; its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value as training in logic.

The origin of number as the result of the necessity for the valuation or limitation of quantity by measurement; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction,—compared, illustrated and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations

performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure, neatness, accuracy, and speed in computation; the importance, place and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic.

A thorough treatment of the various arithmetical operations and their applications with special stress upon the requirements of teachers engaged in public school work. This should include the following:—

Counting, measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures, notation and numeration; addition tables, exercises, devices; subtraction—by decomposition, by equal additions, and by complementary additions; multiplication—relation to other operations, tables, exercises, factors; division—short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced; different interpretations, notations, rules for operations deduced and applied; decimal fractions; correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, spheres and cones; square root.

Algebra

36. The special object of the course in Algebra is to familiarize the teacher with its fundamental conceptions and to prepare him to present the various processes of the subject in the most effective way. Having regard to the fact that algebra is arithmetic generalized, its special object is the same as that of arithmetic, and, as the examination therein has usually been more recently passed than that in arithmetic, the professional side should receive most attention.

The course includes the following topics:—

The scope of algebra; when the subject should be introduced.

Relation of algebra to arithmetic; a comparison of the nature and application of its symbols and operations with those of arithmetic; the equation as a means of connecting the subject with arithmetic and of introducing its symbols; the origin and explanations of algebraical symbols; the relation of algebra to geometry.

The use of induction, deduction, and mathematical induction in algebra.

Methods of Teaching algebraic notation, addition, subtraction, multiplication, division, formulæ, factoring, measures, multiples, fractions; testing algebraic operations by "checking."

The Equation: Its nature; identities; the solution of equations of one and of two unknowns, and of easy quadratics; the mathematical axioms employed in these solutions; the interpretation of results; the equation applied to the solution of problems; comparison, where possible, of algebraic with arithmetical solutions.

Geometry

37. The special object of the course in Geometry is to prepare the teacher to train his pupils to attain skill in the use of instruments, in accurate measurements, and in drawing; and, through these, in inductive and deductive reasoning. As in the case of algebra, the professional side should receive most attention.

The course includes the following topics:—

The scope of geometry; when it should be begun; methods of treatment—inductive and deductive; the relation of inductive geometry to deductive geometry; the inductive course for beginners.

Method of introducing the definitions.

The use of simple instruments, compass, protractor, divider and set square, in the measurement of lines and angles; the construction of lines and angles of given magnitude; the construction of geometrical figures.

The inductive method of proving some of the leading propositions of Euclid, through the accurate construction of figures; the deductive application of principles reached through induction.

Throughout the course, accuracy in construction shall be insisted upon as coordinate with exactness of thought.

Writing

38. The object of the course in Writing is to train the teacher to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject.

The course includes the following topics:—

The purpose of writing; its correlation with other subjects.

A brief outline of the different methods of teaching the subject.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability. Business forms, including bills, receipts, promissory notes, cheques, drafts.

A brief review of the Lower School course in book-keeping, also affording practice in writing.

Note.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

Art Work

39. The special object of the course in Art is to give the teacher such a knowledge of the subject, such a training of his æsthetic nature and such facility in the use of art as a means of expression as will enable him to develop like tastes and powers in his pupils.

The course includes the following topics:—

The scope of art; art as a mode of expression and a means of æsthetic culture; its correlation with other subjects in the school course; the methodology for the different Forms.

Freehand Drawing: How to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses,

brooms, shovels, saws, hammers in an appropriate medium; the drawing of common spherical, cylindrical, and rectangular solids, illustrating the principles of free-hand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories; pose drawing.

Blackboard Drawing: The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; blackboard drawing specially important to the teacher as a means of expression.

Water Colours: Theory of colour; the solar spectrum; the six standard colours, red, orange, yellow, green, blue, and violet; the intermediate hues, red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet; the tints and shades of each colour in graduated scales; the pigmentary theory; primary, secondary, and tertiary colours; complementary colours; colour harmony, dominant, analogous, and complementary; the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Decorative Design: The principles that determine the rhythm balance, and harmony of tones, measures, and shapes; borders, surface designs, designing of Christmas cards, programmes, book covers; lettering; designs to be done in neutral value first and then carried out in colour.

How to study a picture; the critical study of a few masterpieces of painting.

Books of Reference:

Prang's *Text Books of Art Education*; 7 books, $2.40.

Prang's Art Education for High Schools. $1.15.

Prang's Drawing Course. 75 cts.

Atkinson, Mentzner and Grover: Applied Arts Drawing Books. 8 parts: 1-4, 10 cts. each, 5-8, 15 cts. each.

D. C. Heath & Co. The Parallel Course Drawing Books. $1.60 per doz.

Practical Drawing: Arts and Crafts Course—8 parts. $2.00 per set.

Manual Training

40. The special object of the course in Manual Training is to train the teacher to appreciate the educational value of various forms of constructive work, and to select and use in the most effective ways constructive exercises in the varying conditions of urban and rural schools.

The course includes the following topics, with concurrent methodology, the elaboration of the details depending upon the time available:—

The scope of manual training; its correlation with other subjects in the curriculum; the selection of exercises based on the requirements of the school and the home; outlines of courses in the different forms of hand work. The practical course includes the following with concurrent methodology:—

Handwork for Primary Grades: Typical forms of constructive work adapted to the capacities of children in the lower grades, including weaving, elementary paper and cardboard work and modelling.

Drawing: A short course in mechanical drawing with and without instruments; plans and blue prints.

Advanced cardboard work; book-binding, simple repair of books; trimming and mounting pictures.

Modelling: Materials used for modelling and how these are kept; modelling natural forms; plotting; modelling as a means of teaching geographical concepts; supplementing observation of the topography of school neighbourhood; supplementing word pictures in readers, etc.; models used in conjunction with drawing, etc.; in teaching principles of design.

Woodwork: Tools and how to keep them in good working order; designing; a short course in bench work; uses of woods and their suitability to such uses.

The construction of simple forms of school apparatus in wood, metal, glass, and their combinations.

Co-operative exercises in the above forms of work.

Household Science

41. The special object of the course in Household Science is to enable the teacher to relate the work of the school to the activities of the home. It is a form of Manual Training, and possesses the same educational value.

The course includes the following topics, with concurrent methodology, the elaboration of the details depending upon the time available.

The scope of household science; its correlation with other subjects in the school course.

The House: Purpose; location; general ideas concerning use and furnishing of the rooms; methods of cleaning, including principles of laundering.

Foods: Elements of food required by the body; sources, food value, and digestion of these; analysis of common foods—milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these, as to food value, digestibility, and flavour.

Cookery: Principles of combustion; construction and care of stoves; fuels; principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling, frying, baking; food combinations; flour mixtures; lightening agents used in these; table service.

Bacteriology: Occurrence and nature of bacteria; sanitation based on this knowledge (necessity for cleanliness, care of plumbing, disposal of waste, methods of disinfection); preservation of foods.

Home Nursing: The ideal sick-room (location, furnishing, ventilation, heating, care); care of the patient (bath, bed, clothing, and food).

Sewing: Study and application of different stitches, basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herringbone, feather-stitching, mending, darning (different kinds) button holes, mitred and square corner, hemming, doll's apron.

Music

42. The special object of the course in Music is to train the teacher in the use of music as a means of self-expression and of æsthetic culture.

The course includes the following topics:—

Tune: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its division into halves, quarters, or thirds in varied combination.

Ear Training: Development of the power to recognize by ear, and to transcribe the tonal and rythmic elements of short musical phrases, when sung or played.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of songs suited to the requirements of pupils in all grades of public and separate schools, with special attention to the development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices.

Notation: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

Methods: Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notation shall be acquired; also of the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

NOTE.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students. If a candidate is unable to teach music this fact will be stated in the Second Class certificate.

Physiology and Hygiene

43. The object of the course in Physiology and Hygiene is to train the teacher in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

The course includes the following topics:—

School Hygiene: School sanitation. (See under School Management.)

Communicable Diseases: Common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; sanitary legislation; duties of the teacher.

Personal Hygiene (with the necessary minimum of anatomy): Framework of the body; spinal curvature, its causes. Digestive system; foods; care of teeth; saliva. Physiology or respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health, brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

The Eye: Its physiology and hygiene; lighting; myopia and presbyopia; effections produced by improper accommodation; colour blindness; tests for defective eyesight. The physiology and hygiene of the ear, throat, and nose; ear and throat troubles, causing dulness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

Physical Training

44. The special object of the course in Physical Culture is to enable the teacher to make proper provision for the physical training of his pupils. With physiology and hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements. To this end the teacher-in-training should be made familiar with the German, Swedish, French (Delsarte) and American systems of physical training.

The course includes the following topics:—

Breathing Exercises: Running, hopping, quick walking.

Leg Exercises: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

Arm Exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend; movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and Trunk Exercises: Flexion, extension, and rotation.

Free Exercises: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.; fancy steps, following and changing steps, etc.; running.

Special Exercises: For correcting the individual defects that may be found among children.

Recreative Gymnastics: Indoor and outdoor games.

Book of Reference:—

The Syllabus of Physical Exercises for Public Elementary Schools, 25cts. The Copp, Clark Co., Toronto.

Manners

45. The object of the course is to enable teachers to train their pupils in those social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.

Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

Book of Reference:—

Practical Etiquette: McLelland and Goodchild, Toronto.

NORMAL MODEL SCHOOLS

46. (1) The terms of the Normal Model Schools shall correspond with those of the Public Schools in cities. The regulations of the Department of Education with regard to pupils and teachers in Public Schools shall apply to the teaching staff and to pupils of the Normal Model Schools, subject to any modifications that may be made from time to time by the Minister of Education.

(2) The Head Master of each Normal Model School and the director of the Provincial Kindergarten shall act under the direction of the Principal of the Normal School to which their respective departments are attached, and shall be responsible to him for the order, discipline, and progress of the pupils, and also for the accuracy and usefulness of the lessons conducted by the teachers-in-training.

April, 1913.

FORMS OF TEACHERS' CONTRACTS WITH THE DEPARTMENT

Summer Model School

(Exam. Form No. 31 A)

In consideration of my having received a free course of instruction at the .....Summer Model School, I hereby agree (health permitting) to teach for the following year in the Public or Separate Schools of the Districts of Ontario, or of the poorer parts of the Counties to be designated by the Minister. In case of my failure to fulfil this agreement I undertake to refund to the Department of Education the full amount paid to me for board and travelling expenses.

.....

..... *Teacher.*

Witness.

Dated at .....

..... day of ..... 191..

NOTE.—The above contract does not prevent a teacher applying for and receiving leave of absence from the Department of Education for a portion of the year for sufficient reason, but not for teaching elsewhere.

English-French Summer Model School

(Exam. Form No. 31 B)

In consideration of my having received a free course of instruction at the .....English-French Summer Model School. I hereby agree (health permitting) to teach for the following year in the English-French Schools of Ontario. In case of my failure to fulfil this agreement I undertake to refund to the Department of Education the full amount paid to me for board and travelling expenses.

.....

..... *Teacher.*

Witness.

Dated at .....

..... day of ..... 191..

NOTE.—The above contract does not prevent a teacher applying for and receiving leave of absence from the Department of Education for a portion of the year for sufficient reason, but not for teaching elsewhere.

English-French Model School

(Exam. Form No. 31 C)

In consideration of my having received a free course of instruction at the .....English-French Model School, I hereby agree (health permitting) to teach in the English-French Schools of Ontario for a period of three years. In case of my failure to fulfil any part of this agreement I undertake to reimburse the Department of Education at the rate of one third of the total value of such aid for each unexpired year of the above mentioned three-year period.

.....

Teacher.

.....

Witness.

Dated at .....

..... day of ..... 191..

NOTE.—The above contract does not prevent a teacher applying for and receiving leave of absence from the Department of Education for a portion of the three years for sufficient reason, but not for teaching elsewhere.

ANNUAL DEPARTMENTAL EXAMINATIONS, 1913

(Instructions No. 5)

Instructions to Presiding Officers

Presiding officers are requested to peruse carefully the following instructions and to see that they are fully carried out:—

1. Each Inspector, or such other person as may be appointed a Presiding Officer by the Minister, shall receive from the Department or the Inspector the examination papers, and shall thereupon be responsible for the safe-keeping of the bag and its contents until the examination is concluded.

2. On the receipt of the bag containing the question papers the Presiding Officer will see that *the seal is intact.* The bag can be opened by cutting the cord, and when opened, the names and numbers of the envelopes containing the question papers should be verified with the time-table and with the name lists. Should any question envelopes be missing, *telegraph the Department at once.*

3. The Presiding Officer will satisfy himself that all necessary arrangements are made by the School Board in due time for the examination. If the trustees have not placed a clock in each room used for examination purposes, the Presiding Officer shall have power to hire the use of one for each room during the time required for the examination, and charge the same as part of the expenses of the examination.

4. The Presiding Officer shall, if there is sufficient accommodation and if sufficient papers have been received, admit candidates who, through some oversight, did not send their applications to the Inspector. The names of such candidates are to be entered in the Supplementary List (Form No. 181), specially provided, with such information as is required of the other candidates. This list and the required part of the fee, *with one dollar additional,* as provided, shall be sent by the Presiding Officer to the Department. The remainder of the fee shall be sent to the Board that bears the expense of the examination.

5. The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged in writing, and he *shall not give his attention to any work other* than that which pertains to his duties as Presiding Officer. He shall take all necessary care *to render it impossible for the instructions to candidates to be violated without his knowledge.* This instruction (5) is to be observed, *however small may be the number of candidates.*

6. In the examination room candidates, whether writing on the same subject or on different subjects, shall be seated at least five feet apart. All diagrams or maps having reference to the subject of examination shall be removed from the room, and books, papers, etc., removed from the desks; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen minutes* before the time appointed for the commencement of the first subject of the examination, and at least *five minutes* before each other subject is begun.

7. (*a*) The necessary stationery includes pens, blotting-paper, black ink of a uniform colour, the authorized examination books and squared paper and drawing paper from No. 2 blank drawing books. Each candidate will receive *one* examination-book or sheet of drawing paper, *one* sheet of squared paper (when necessary), and *one* answer-envelope at the *beginning of each examination period* and other books or sheets as required during said period. No paper other than those mentioned herein shall be distributed to the candidates, and no paper, examination-

book or other book shall be brought into the room by any candidate. (The Presiding Officer's attention is called to the instructions as to the use of the examination-books on the first page thereof.)

(*b*) Special examination books for the use of candidates in Bookkeeping have been prepared and may be obtained from the same firms that publish the ordinary examination books. A sufficient supply of these Bookkeeping examination books shall be provided for the use of candidates writing on any examination in which book-keeping occurs as a subject.

8. (*a*) In order to facilitate the answering of questions on the papers in Mathematics which may require the drawing of graphs, candidates at such examinations shall be provided with sheets of squared paper.

(*b*) The Presiding Officer will hand out one sheet of squared paper with each question paper requiring its use. Additional sheets may be given, one at a time, to candidates as required. Great care must be taken in accounting for all sheets distributed.

(*c*) The Presiding Officer will require each candidate to attach each sheet, as soon as received, to the top of one of the pages of his examination book. A gummed margin has been provided for this purpose at the top of the reverse side of the sheet.

9. *No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination;* and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge at one time more than *twenty-five* candidates. *No conversation or other noise which might disturb the candidates shall be allowed in the vicinity of the examination room.*

10. The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties, drawing attention to any feature of them that may require special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. Great care should be taken in distributing the proper number and kind of envelopes and examination-books and in accounting for such envelopes and examination-books as have been distributed. [Also see (3) (*a*).]

11. *Punctually* at the time appointed for the commencement of each examination the Presiding Officer shall, in the examination-room and in the presence of the candidates and other assistant Presiding Officers (if any), break the seal of the envelope containing the question-papers, and give them to the assistant officers and to the candidates. The papers of only the subject or subjects required shall be opened at one time. Until the examination in the subject is over, no examination papers other than those which the candidates receive shall be taken out of the room.

12. *Punctually* at the expiration of the time allowed, the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer-papers immediately, duly fastened in the envelopes.

13. The Presiding Officer shall keep upon his desk the tally-list (check-list of candidates and subjects), and as each paper in any subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name), he shall check the same by entering the figure "1" opposite the name of the candidate. The Presiding Officer will enter the names of the candidates on the tally-list *in the same order as found on the official list of candi-*

dates (Form 44 or 44A). The names of extra candidates are to be added after the names of those on the official list. After the papers are handed to the Presiding Officer he shall not allow the answer-envelopes to be opened, and he shall be responsible for their safekeeping until transmitted to the Department. The answer-papers as well as the question-papers should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.

14. Oral Reading is prescribed for each of the following examinations:—Senior High School Entrance, Senior Public School Graduation, Model Entrance, and the Lower School examination for entrance into the Normal Schools and Faculties of Education. The Presiding Officer is required to test the candidate's knowledge of the Principles by questions based on the passage or passages read as well as his ability to read intelligently and intelligibly. The maximum value to be assigned is 50 marks, which is to be apportioned as follows:—Reading 35; questions on the principles 15. The Form for reporting the marks assigned in Reading will be found in the envelope with the question-papers. The examination may be conducted at the times suggested on the time-table or at such other times as will cause the least inconvenience to the candidates. It is essential that the Inspector should nominate as Presiding Officers teachers who will be competent to conduct the examination in Oral Reading. In notifying them of their appointment the Inspector should bring to their attention the necessity of fully preparing themselves in advance for the proper conduct of the examination.

15. For special instructions regarding the examinations in Biology, etc., see the circular (Examination Form No. 52) which is forwarded to each Presiding Officer prior to the examination.

Instructions to Candidates

(*To be read to candidates as indicated on time-table.*)

1. Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination, and any person detected in attempting to personate a candidate shall be reported to the Department. The Presiding Officer is authorized to refuse the application of any candidate who presents himself at any centre other than that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every way satisfactory to the Presiding Officer.

2. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly-admitted candidate and other candidates.

3. A candidate shall not leave the room within *one hour* after the distribution of the examination papers in any subject; and, if he then leave, he shall not be permitted to return during the examination on such subject.

4. Every candidate shall conduct himself in strict accordance with the instructions. Should he violate the instructions to be found in sections 5 and 6 below, or on the first page of the examination-book; should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything from which he may derive assistance; should he talk, whisper, or make

signs to another candidate; *should he leave his answers so exposed that any candidate may copy from him;* should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled, and he will be debarred from presenting himself at any Departmental examinations for two years. Should the Presiding Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate concerned at once to leave the room; he shall strike his name from the list of candidates; and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Department.

5. Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination-book. If he write his name or any distinguishing mark on his examination-book, or if he tear any paper from his book, or if he insert in his book any matter not pertinent to the examination, or if he use any paper or book or ink other than that provided, his examination may be cancelled.

6. (*a*) The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination-book or books (if more than one be needed); he may use the unruled sides in preparing the answers in rough. He shall fold his examination-book (or books) once across, place it in the envelope provided by the Presiding Officer, seal the envelope, write on the outside of the envelope the subject of the examination only, and, on the slip provided, his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Officer. Candidates should see that their answers are placed in the proper envelopes. Scholarship candidates should designate their answers, and also the envelopes containing their answers, "Pass" or "Honour," according to the papers taken.

(*b*) Every candidate competing for a scholarship who also desires standing for Entrance into the Faculties of Education must write upon all the subjects of this Entrance course which are not included in his scholarship examination. He must place the answers in his scholarship subjects in the scholarship (red) envelopes, and the answers in the Entrance subjects in regular Entrance envelopes.

7. Candidates for the examination for Entrance into the Normal Schools or the Faculties of Education who take, in addition, Matriculation papers for the *purpose of Matriculation standing,* should place the answers to such extra papers in Matriculation envelopes, and the Presiding Officer shall enter their names (if this has not already been done) on the combined Middle School tally-list. If their names are not entered as Matriculation candidates on the official name list (Form 44) the additional Matriculation fee of $3.00 should be collected from them. Such extra Matriculation answer-papers are to be forwarded to the Department along with the answers of the Middle School candidates.

8. Middle School Normal Entrance papers will not be considered for Matriculation purposes except in the case of a candidate who writes on the full Middle School examination and on the additional language papers necessary to complete his Matriculation.

9. Honour Matriculation papers, except in the cases of Scholarship candidates, will not be accepted in lieu of the corresponding papers of the Upper School examination for Entrance into the Faculties of Education.

10. Candidates are also reminded that the Presiding Officer is not allowed

to make *any explanation* or other statement regarding the probable meaning of any question or to *give any advice* as to what question should be answered by the candidates or how any question should be answered.

Should an error appear to have been made in any question, *no attention* shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer, who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

11. In case of the illness of any candidate affecting his examination the Presiding Officer should report full particulars to the Department *immediately at the close of the examination,* and his report should be accompanied by a *medical certificate,* stating precisely the nature of the illness and the time and duration of its occurrence. Other occurrences interfering with a candidate's examination should be reported at the same time. Certificates received or circumstances reported after this date will not be considered by the Board of Examiners when determining the results of the examination.

(*To be read to Candidates by the Principal previous to the examination.*)

12. Candidates should see that they use the correct answer envelopes, as follows:—

(*a*) Senior High School Entrance and Senior Public School Graduation candidates use the white envelopes designated (in green ink) "Senior High School Entrance examination" and "Senior Public School Graduation examination," respectively.

(*b*) Lower School examination candidates use the manilla envelopes designated (in purple ink), "Lower School examination for Entrance into Normal Schools and Faculties of Education."

(*c*) Model School Entrance candidates use the manilla envelopes designated (in green ink), "Entrance into Model Schools."

(*d*) Normal School Entrance (Middle School) candidates use the manilla envelopes designated (in red ink), "Middle School examination for Entrance into the Normal Schools."

(*e*) Faculty Entrance candidates use the manilla envelopes designated (in black ink), "Examination for Entrance into the Faculties of Education."

(*f*) Pass (junior) Matriculants use the white envelopes designated (in red ink), "Junior Matriculation."

(*g*) Honour (senior) Matriculants use the white envelopes designated (in black ink) "Honour Matriculation."

(*h*) Scholarship candidates use the red envelopes designated "Matriculation examination (Scholarship)" for all their matriculation papers whether pass or honour.

(*i*) Candidates for more than one of the above examinations will place their answers for the different examinations in the respective envelopes as indicated above.

13. Scholarship candidates who desire standing for Entrance into the Faculties of Education should not make application therefor until after the scholarship results are made known.

14. The Department does not furnish statements of the matriculation standing obtained by scholarship candidates, either for *pass or honours.*

15. As certificates for Entrance into the Normal Schools or into the Faculties of Education are accepted *pro tanto* for matriculation purposes, matriculation

certificates covering the subjects included in the former certificates are not issued, except in the case of candidates who write on the full Middle School Normal Entrance examination, and on the additional language papers necessary to complete their matriculation.

16. The answer-papers of all candidates are read carefully by boards of Associate Examiners selected from the successful teachers of the Province. All papers on a subject are valued according to a uniform scale of marks decided upon by the Examiner-in-chief in consultation with the section of Associate Examiners in charge of that subject. Every paper which is valued near the pass mark by an Associate Examiner is re-read by the chairman of the section.

After the results are made up from the marks thus assigned, the papers of all candidates for Model, Normal and Faculty Entrance examinations who fail by not more than a reasonable margin in any way are immediately re-read by the Examiners-in-chief. Candidates who still fail in this supplementary reading are sent statements of marks endorsed with the word "Re-read." No further appeal is allowed in such cases.

In addition to the precautions outlined above, the addition and transferring of marks is carefully checked on all answer-papers by a competent staff of clerks.

17. No appeal is allowed against scholarship awards.

In all other cases of failure where the statements of marks are not endorsed as "Re-read," an appeal is allowed if desired. In view of the precautions taken, however, an appeal on any of the Entrance examinations would seem to be useless.

18. Pupils making appeals must state where they wrote and the examination attempted. Principals sending in appeals in behalf of students should make *each appeal on a separate sheet of paper.* The fee is $2, which is refunded if the appeal is sustained.

19. Any candidate who is prevented from attending the examination for which he applied may have his fee returned by applying to the School Board or other body that bears the expense of the examination for that part which it receives and to the Department for that part which it receives. Application should not be made until the results are announced.

20. Candidates who do not make application to write on an examination until after the date prescribed shall be charged $1 extra.

Making Reports and Returning Answers to the Department

1. The Presiding Officer shall report to the Department at the close of the examination in the "remarks" column of the Diagram Blank (Exam. Form 21) any particulars in which the instructions, etc., were not observed, and he shall mention any facts regarding the examination that he deems expedient to have brought before the Boards of Examiners. The Presiding Officer and his assistants shall sign a declaration that in all other respects the instructions and regulations were fully complied with.

2. The Presiding Officer, as part of his report to the Department, shall send a diagram of *each room* on the Forms provided (Exam. Form 21), showing the position occupied by each candidate and Assistant Presiding Officer during the examination. *Candidates shall not be permitted to change positions.*

3.—(*a*) The Presiding Officer shall not arrange the answer-papers according to subjects, but shall arrange them so that all of the answers of each candidate for examination shall be sent together [except as specified in (*b*)] and in the order in which their names appear on the list of candidates for the examination.

(Form 44 or 44A.) To facilitate this, elastic bands have been supplied, one for each candidate's set of answers.

(*b*) Where a candidate takes papers belonging to different examinations, such papers are to be divided according to the examinations taken and each parcel sent with those of the other candidates for these examinations, except that (i) the Middle School Normal Entrance and the Pass Junior Matriculation papers of a candidate taking the two examinations should be placed in their respective envelopes and returned in one parcel and checked on the combined tally-list, and (ii) all the pass and honour matriculation answer-papers written by a *scholarship candidate* should be placed in red envelopes and returned in one parcel, and such papers should be checked upon the scholarship tally-list.

4. The prompt return of the answers to the Department at the close of the respective examinations is essential, and may be greatly facilitated if the answers are sorted at the close of each day's examination. All diagrams and reports (*except the tally-list*) should be forwarded to the Department *by post* on the respective days that the answers are forwarded. The tally-list of each examination must be returned in its respective bag with the candidates' answer-envelopes.

5. The answers of the candidates taking (*a*) the Lower School examinations for Entrance into the Normal Schools and the Faculties of Education, (*b*) the examination for Entrance into the Model Schools, (*c*) the Senior High School Entrance examination, and (*d*) the Senior Public School Graduation examination, together with the corresponding tally-lists, shall be returned securely tied, at the close of these examinations, in one of the bags provided.

6. The answers of the candidates taking (*a*) one or both of the Middle School examinations for Entrance into the Normal Schools and for pass Junior Matriculation, (*b*) the Upper School examination for Entrance into the Faculties of Education, (*c*) the examination for Honour Matriculation, and (*d*) the examination for Scholarships, together with the corresponding tally-lists, shall be returned in separate parcels, securely tied, at the close of these examinations, in one of the bags provided.

7. (*a*) Each bag shall be so tied that the words, "The property of the Department of Education," will be outwards. The shipping tag should be securely attached to the strap on each bag.

(*b*) All the express charges must be prepaid, and no commercial value should be placed upon the bags and contents.

(*c*) All surplus examination papers may be given at the close of the examinations to the Principal of the school.

(*d*) All surplus answer-envelopes and name slips should be returned to the Department in one of the bags containing candidates' answers.

Expenses of the Examination

The Treasurer of the High School Board or of the Public School Board of the school where the examination is held shall pay, on the certificate of the Public School Inspector, all the expenses of the examination, which shall include the following:

1. For preparing the list of candidates the Inspector shall be entitled to the remuneration of $2.00, provided that the number of the candidates writing does not exceed twenty. For each additional twenty candidates or fraction of that number the Inspector shall be entitled to an additional dollar. It is to be understood that the number of applications received, and not the examinations on which candidates write, will determine the amount paid for this service.

2. For conducting the examination each Presiding Officer and each Assistant Presiding Officer shall be entitled to $5.00 a day and return railway fare or the ordinary cost of conveyance.

3. The incidental expenses of the examination, the cost of stationery, etc., and the payments for any additional services required during the examination.

General Information and Instructions

1. The examination fees are: Senior High School Entrance, $5; Senior Public School Graduation, $5; Lower School examination for Entrance into Normal Schools and Faculties of Education, $3; Entrance into the Model Schools, $5; Middle School examination for Entrance into the Normal Schools, $5; Upper School examination for Entrance into the Faculties of Education, Part I or Part II, each $5, taken together $8: if this examination be divided, as provided in the High School Regulations of 1911, page 57, Sec. 8 (2), $3 for each part, three or four parts, $8; Pass Junior Matriculation, $8, not more than four papers, $3, more than four papers, $8; Honour or Scholarship Matriculation, not more than four papers, $5, more than four papers, $10. If the fees or the examination which a candidate desires to take amount to more than $10, only $10 will be required.

Attention is directed to the scale of fees to be paid by candidates. When the fee is $10, $8, $6, $5 or $3 the amount to be sent to the Department is $6, $5, $4, $3 or $2, respectively. The remainder of the fees received is to be forwarded to the School Board or other body that bears the expenses of the examination.

NOTE.—**The Inspector is requested to forward the fees due the Department per bank draft or money order. Cheques should not be forwarded.**

2. Applications will not be received by the Inspector after the prescribed day, and candidates are reminded that they should in no case forward their applications to the Department. If the candidates should, through an oversight, neglect to have his application duly sent to the Inspector, he may present himself at the examination, when the Presiding Officer is at liberty to admit him, provided there is the necessary accommodation, and that a sufficient number of question-papers has been forwarded. An additional fee of $1 will be exacted by the Presiding Officer from a candidate who presents himself in this way.

February, 1913.

UNIVERSITY MATRICULATION BOARD

SUPPLEMENTAL MATRICULATION EXAMINATION

(Instructions No. 5½)

Instructions to Presiding Officers

Presiding Officers are requested to peruse carefully the instructions contained herein and to see that they are fully carried out.

All communications relative to the Supplemental Matriculation examination should be addressed to the Secretary of the University Matriculation Board, Parliament Buildings, Toronto.

1. Each Inspector or such other person as may be appointed a Presiding Officer, shall receive from the Board or the Inspector, the examination-papers, and shall thereupon be responsible for the safe keeping of the bag and its contents until the examination is concluded. The question-papers should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.

2. On the receipt of the bag containing the question-papers the Presiding Officer will see that *the seal is intact.* The bag can be opened by cutting the cord, and when opened the names and numbers of the envelopes containing the question-papers should be verified with the time-table. Should any question-envelopes be missing, *telegraph the Secretary of the Board at once.*

3. The Presiding Officer will satisfy himself that all necessary arrangements are made in due time for the examination.

4. The Presiding Officer shall, if there is sufficient accommodation and if sufficient papers have been received, admit candidates who, through some oversight, did not send their applications to the Secretary of the Board. The names of such candidates are to be entered in red ink on the tally-list and on the check-lists of the papers on which they write. The candidate's application and the required part of the fee, with *one dollar additional* as provided in section 7 (3) of Circular 24, shall be sent by the Presiding Officer to the Secretary of the Board.

5. The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged in writing, and he *shall not give his attention to any work other* than that which pertains to his duties as Presiding Officer. He shall take all necessary care to *render it impossible for the instructions to candidates to be violated without his knowledge.* This instruction (5) is to be observed, *however small may be the number of candidates.*

6. In the examination room, candidates shall be seated at least five feet apart. All books, diagrams, maps, etc., having reference to the subject of examination shall be removed from the room; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen minutes* before the time appointed for the commencement of the first subject of the examination, and at least *five minutes* before each other subject is begun.

7. The necessary stationery includes pens, blotting-paper, black ink of a uniform colour, and the authorized examination-books. Each candidate will receive *one* examination-book and *one* answer-envelope at *the beginning of each examination-period* and other books as required during said period. No paper other than the examination-book shall be distributed to the candidates, and no paper, examination-book or other book shall be brought into the room by any candidate. (The Presiding Officer's attention is called to the instructions as to the use of the examination-books on the first page thereof.)

8. *No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination;* and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge at one time more than *twenty-five* candidates. *No conversation or other noise which might disturb the candidates, shall be allowed in the vicinity of the examination-room.*

9. The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties, drawing attention to any feature of them that may require

special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. *Great care should be taken in distributing the proper number of envelopes* and examination-books and in accounting for such envelopes and examination-books as have been distributed.

10. *Punctually* at the time appointed for the commencement of each examination, the Presiding Officer shall, in the examination-room and in the presence of the candidates and other assistant Presiding Officers (if any), break the seal of the envelope containing the question-papers, and give them to the assistant officers and to the candidates. The papers of only the subject required shall be opened at one time. Until the examination in the subject is over, no examination-papers other than those which the candidates receive, shall be taken out of the room.

11. *Punctually* at the expiration of the time allowed, the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer papers *immediately*, duly fastened in the envelopes.

12. The Presiding Officer shall keep upon his desk the complete tally list and the check-list for the subject in hand and as each paper in this subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name), he shall check the same by entering the figure "I" opposite the name of the candidate on each list. The names of extra candidates are to be added in red ink after the names of those on the official list. After the papers are handed to the Presiding Officer he shall not allow the answer-envelopes to be opened, and he shall be responsible for their safe keeping until transmitted to the board.

Instructions to Candidates

(To be read to candidates as indicated on time-table)

1. Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination, and any person detected in attempting to personate a candidate shall be reported to the Board. The presiding Officer is authorized to refuse the application of any candidate who presents himself at any centre other than that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every way satisfactory to the Presiding Officer.

2. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly-admitted candidate and other candidates.

3. A candidate shall not leave the room within *one hour* after the distribution of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on such subject.

4. Every candidate shall conduct himself in strict accordance with the instructions. Should he violate the instructions to be found in sections 5 and 6 below or on the first page of the examination-book; should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything

from which he may derive assistance; should he talk, whisper, or make signs to another candidate; *should he leave his answers so exposed that any candidate may copy from him;* should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled and he will be debarred from presenting himself at any Departmental examinations for two years. Should the Presiding Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate concerned at once to leave the room; he shall strike his name from the list of candidates; and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Board.

5. Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination-book. If he write his name or any distinguishing mark on his examination-book, or if he tear any paper from this book, or if he insert in this book any matter not pertinent to the examination, or if he use any paper or book or ink other than that provided, his examination may be cancelled.

6. The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination-book or books (if more than one be needed); he may use the unruled sides in preparing the answers in rough. He shall fold his examination-book (or books) once across, place it in the envelope provided by the Presiding Officer, seal the envelope, write on the outside of the envelope the subject of examination only, and on the slip provided, his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Officer.

7. Candidates are also reminded that the Presiding Officer is not allowed to make *any explanation* or other statement regarding the probable meaning of any question or to *give advice* as to what question should be answered by the candidates or how any question should be answered.

Should any error appear to have been made in any question, no attention shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer, who, if he considers it necessary, will report on the matter to the Board at the close of the examination.

8. In case of the illness of any candidate during the examination the Presiding Officer should report full particulars to the Board *immediately at the close of the examination* and his report should be accompanied by a *medical certificate,* stating precisely the nature of the illness, and the time and duration of its occurrence. Other occurrences interfering with a candidate's examination should be reported at the same time. Certificates received or circumstances reported after this date will not be considered by the Board of Examiners when determining the results of the examination.

9. Any candidate who is prevented from attending the examination for which he applied, may have his fee returned by applying to the Secretary of the Board.

10. Candidates who do not make application by the day specified in the application Form are charged $1 extra.

Making Reports and Returning Answers to the Department

1. The Presiding Officer shall report to the Board at the close of the examination in the "remarks" column of the Diagram Blank (Exam. Form 21) any

particulars in which the instructions, etc., were not observed, and he shall mention any facts regarding the examination that he deems expedient to have brought before the Board of Examiners. The Presiding Officer and his assistants shall sign a declaration that in all other respects the instructions and regulations were fully complied with.

2. The Presiding Officer, as part of his report to the Board, shall send a diagram of *each room* on the Forms provided (Exam. Form 21), showing the position occupied by each candidate and Presiding Officer during the examination. *Candidates shall not be permitted to change positions.*

3. The prompt return of the answers to the Board at the close of *each day* of the examination is requested. These should be sent either by registered post or prepaid express, and should be accompanied by the check-lists of candidates for the papers written upon that day. The complete tally-list should be sent with the last day's papers. All diagrams and reports should be forwarded to the Board *by post* immediately at the close of the examination.

4. (a) The bag shall be returned at the close of the examination and shall be so folded and tied that the words "The property of the Department of Education," will be outwards. The shipping tag should be securely attached to the strap on the bag.

(*b*) All the express charges must be prepaid, and no commercial value should be placed upon the bag and contents.

(*c*) All surplus examination papers, answer-envelopes and name slips should be returned to the Secretary of the Board in the bag with the last day's answer papers.

Expenses of the Examination

1. For conducting the examination each Presiding Officer and each Assistant Presiding Officer shall be entitled to $5.00 a day and railway fare or the ordinary cost of conveyance.

2. The Department of Education will defray the whole cost of conducting the examination at the four University Centres. Payments will be made on the certificate of the Registrar of the University concerned.

3. At all other centres the Presiding Officer shall arrange with the candidates for the payment of his allowance as stipulated in 1 and of the incidental expenses of the examination such as supplies, express charges, postage, cost of examination room, etc.

4. The fee for writing on this examination shall be $2 per paper (five or more papers, $10.00), and shall be sent to the Secretary of the University Matriculation Board by the candidate with his application.

May, 1913.

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1913

(Circular No. 57)

General Instructions

1. The Department of Education continues to require the maintenance of a high standard at the High School Entrance examination in order to improve the character of the work done in the Public Schools and to prevent the congestion of the High Schools with inadequately prepared pupils. Hitherto, however, the policy of the Department in this matter has not been satisfactorily carried out by some High School Entrance Boards. All Boards are, accordingly, hereby instructed to follow *strictly* the Regulations of 1911, noting in particular the following points:

(1) In dealing with failures in Oral Reading, Spelling and Writing, the examiners should keep in mind the fact that it is in the Public and Separate Schools that a proper foundation should be laid in these subjects and that, if this fact is ignored, an unnecessary burden is placed on the High and Continuation Schools. (*New.*)

(2) The plan of submitting a report to the Minister in two sections is to be continued. See High School Regulation 16, (2).

(3) Blank Forms for the use of Public School Principals in making their reports on the standing of candidates under Regulation 5, (3) have been prepared by the Department of Education and will be sent to Inspectors *on request.* The number required should be stated. Some such form of report should be used in all Inspectorates, but it is not intended that the Form prepared by the Department shall necessarily replace Forms already in use.

(4) Special provision is made herewith for the appointment of additional examiners, and for the guidance of the Board in determining the fitness of candidates for admission to High Schools. See instructions 23-30 below. (*New.*)

(5) For attendance at the meetings of the Board when settling the results (See Instruction 26 below) each member attending shall be entitled to an allowance of $5 per day of six hours' work, in addition to that to which he is entitled under High School Regulation 14; and said allowance shall be paid on the certificate and requisition of the Chairman of the Board as provided in sub-section 6 of said Regulation. (*New.*)

Application for Admission

2. (1) The Junior High School Entrance examination for 1913 will begin on Wednesday, the 18th of June, at 1.15 p.m., and will be conducted under the provisions of Sections 44-47 of the High Schools Act and of the High School Regulations of 1911, subject to the Instructions herein contained.

(2) Candidates who purpose writing at the examination must notify the Public School Inspector before the 20th day of April.

Instructions to Inspector

3. The Inspector shall notify the Minister not later than the 24th day of April in each year, on a Form supplied by the Department, of the number and location of the Entrance centres in his Inspectorate, the name and address of each chief Presiding Officer, and the number of candidates desiring to be examined at each of such centres.

4. Immediately thereafter he shall send to each Presiding Officer one copy of this Circular of Instructions.

5. Before the admission of candidates to the examination he shall present to the Entrance Board a list of the schools in his Inspectorate that have been approved by him as taking up efficiently the subjects of Group I.

6. Where an Inspector is a member of each of two or more Entrance Boards, he shall consult with the chairman of each regarding the number of answer-papers to be assigned to him for examination and the dates of the Board meetings, in order that Instruction 23 (1) below may be duly observed, and that he may be able to attend the meetings of each Board. Arrangements may be made for joint meetings of such Boards in order that uniform standards may be adopted. (*Amended.*)

Instructions to Chairman

7. The Chairman of an Entrance Board shall call and preside over every meeting of the said Board.

8. He shall see that such Board performs all the duties assigned to it by the regulations, including—

(*a*) Appointing Assistant Presiding Officers, a Secretary, and one or more Assistant Secretaries [See Instruction 28 (2) below], and additional Examiners when required; (*Amended.*)

(*b*) Dividing the reading of the answer-papers among the members of the Board;

(*c*) Verifying the certificates of standing in the subjects of Group I;

(*d*) Reading and valuing the answer-papers and determining the results, and

(*e*) Considering special cases.

9. He shall sign all certificates and reports and see that the same are forwarded in due time. See Secs. 9; 11, (3); and 16, (2) of the H. S. Regs. of 1911 and Instruction 29 below.

10. (1) He shall make out and transmit the necessary certificates and requisitions for all payments due the members of the Entrance Board, as required in Instruction 1 (5) above and in Section 46, subsection 4, and Section 47, subsection 3, of the High Schools Act.

(2) He is reminded that no requisition for payment of services shall be made in behalf of any member of the Entrance Board until the Minister has approved of the Board's report, and that payments may be withheld or a refund thereof required on the order of the Minister, in any case where the Regulations have not been duly observed. See Regulations 14, (6) and (7).

Instructions to Presiding Officers

11. The question papers for a centre will be sent by the Department of Education to the chief Presiding Officer for that centre.

12. On the receipt of the bag containing the question papers the Presiding Officer shall see that *the seal is intact.* The bag can be opened by cutting the cord, and, when opened, the subjects and number of the envelopes containing the question papers shall be verified with the time-table. Should any question envelopes be missing, he should *telegraph the Department at once.* The envelope containing the papers in any subject shall not be opened, however, until the time prescribed in the time-table for the examination in such subject.

13. Each Presiding Officer shall be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and shall see that the candidates are supplied with the necessary stationery and

seated so far apart as to afford reasonable security against copying. Under no circumstances shall two candidates be allowed to sit at the same desk.

14. Before the first examination paper in Group II is handed out the chief Presiding Officer at a centre shall collect from each candidate the Principal's certificate for the subjects of Group I as required under High School Regulations 3 (1) (*b*), and 17.

15. He shall open the envelope containing the papers in each subject in the presence of one or more witnesses, at the time prescribed, and one paper shall be placed on each candidate's desk.

16. He shall exercise proper vigilance over the candidates to prevent copying, and shall allow no candidate to communicate with another, *nor permit any person except another Presiding Officer to enter the room during the examination.* No conversation or other noise which might disturb the candidates shall be allowed in the vicinity of the examination room.

17. He shall see that the candidates promptly cease writing at the appointed time, fold and endorse their answer papers properly, and in every respect comply with the instructions herein contained.

18. Where fees have been imposed, as provided in Section 46, subsection 5 of the High Schools Act, the chief Presiding Officer at a centre shall collect such fees from the candidates and account for the same, as provided in Section 13 of the High School Regulations of 1911.

19. He shall submit the answers of the candidates to the Examiners according to the instructions of the Entrance Board.

Instructions to Candidates

20. Every candidate should be in attendance at least fifteen minutes before the time at which the examination in the first subject is to begin, and shall occupy the seat allotted by the Presiding Officer. Any candidate desiring to move from his allotted place or to leave the room shall first obtain permission from the Presiding Officer to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

21. Every candidate shall write his answers only on one side of the paper. He shall number each answer, and shall arrange the sheets numerically, according to the questions, folding them once crosswise, and endorsing them with his name, the name of the subject, and the name of the centre at which he is examined. A paper shall not be returned to a candidate after being placed in the hands of the Presiding Officer.

22. Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note, or paper having any reference to the subject on which he is writing, shall be required by the Presiding Officer to leave the room, and his paper and the papers of all the guilty parties shall be cancelled.

Instructions to Examiners

23.—(1) No examiner, whether he be a member of one or more than one Board, shall have assigned to him for examination more than the equivalent of all the answer-papers of seventy-five candidates. (*New.*)

(2) Where the foregoing Regulation necessitates the appointment of additional examiners on a Board as provided in Sec. 46 (3) and Sec. 47 (1) (*a*) of the High Schools Act, preference shall be given in the following order, to examiners qualified

under the High Schools Act and competent in the judgment of the Board: (1) teachers actually engaged in teaching Public or Separate School classes not lower than those of Form IV; (2) teachers actually engaged in teaching the lowest classes of High or Continuation Schools. (*New.*)

24.—(1) As far as practicable the answer-papers of the different candidates shall be so distributed that the same Examiner shall read and value the answers in the same subject throughout, provided always that no Examiner shall read the answer-papers of his own pupils.

(2) When so directed by the High School Entrance Board, the Oral Reading of candidates in urban schools may be examined by a member of the Board at said schools during the school days immediately preceding those on which the High School Entrance examination is held.

25. Marks shall be deducted for misspelled words and for want of neatness as indicated in Sec. 6 (1) of the High School Regs. of 1911.

Settlement of Results

26. The members of the Board appointed under Sec. 46 (1) (*b*), or Sec. 46 (2) (*a*), or Sec. 47 (1) (*a*), or Sec. 47 (2) (*a*) of the High Schools Act, as the case may be, shall settle the results of the examination. (*New.*)

27. Special care shall be exercised in dealing with the cases of those candidates who fail, and whose cases, in the opinion of the examiners who settle the results, are worthy of consideration. In particular the following instructions shall be observed:

(*a*) The answer-papers shall be re-read as required by High School Regulation 6 (2) (*b*). (*New.*)

(*b*) In making the recommendations under Regulation 6 (2) (*c*) a systematic scheme shall be followed, and the full details of this scheme shall be entered on the official Report, Part II. (*New.*)

(*c*) Where allowance is recommended in consideration of the Report of a Principal presented under Regulation 5 (3), this fact should be noted in the Remarks column. The reliability of a Principal's Report should be tested by a reference to the Inspector and by a comparison of the marks assigned to the candidates from the School in the teacher's Report with those obtained by the candidates at the examination. A Report that does not meet this test satisfactorily should not be taken into account in settling the results. (*new.*)

(*d*) Allowance for age under Regulation 7 shall not be made in the case of a candidate—

(i) who is under 15 years of age, or

(ii) who does not intend to enter a High School immediately, or

(iii) who makes less than 25 per cent. of the marks for any subject, or

(iv) who, in the opinion of the examiners who settle the results, is not able to carry on the work of the High School. (*New.*)

(*e*) The intention to attend a High School shall be noted on the Report Form if a recommendation is based thereon, and before making such recommendation the Board shall satisfy itself of this fact by due inquiry. (*New.*)

(*f*) If special consideration is recommended under Regulation 7 on account of illness or other unavoidable cause of absence from all or part of the examination, sufficient particulars shall be given in the Remarks column to justify the recommendation. (*New.*)

Duties of the Secretary

28. (1) It shall be the duty of the secretary, in addition to the work assigned under High School Regulation 11 (3) (*a*), to enter and total the marks as reported by the examiners, and, by indicating the passes, the doubtful cases, and the failures in subjects and totals, to prepare the reports for the consideration of the members referred to in Instruction 26 above. (*New.*)

(2) The total remuneration of the secretary shall not exceed the amount payable to each examiner under High School Regulation 14 and Instructions 1 (5) and 23 (1) above; and when necessary one or more assistant secretaries shall be appointed, the total remuneration of each of whom shall not exceed that of the secretary. (*New.*)

Report and Answer-Papers

29. (1) Each local High School Entrance Board shall submit a report in two sections, the first giving the names of candidates who have obtained 40 per cent. of the marks in each subject and 60 per cent. of the aggregate; the second giving the names of others who have been recommended under Regulations 6 (2) and 7.

(2) The second section shall contain a statement of the marks of the candidates listed therein, with the reasons in detail for the recommendations.

(3) The report is to be sent by mail to the Deputy Minister of Education *as early as possible, and not later than July 7th.*

(4) The Board shall send per prepaid express, concurrently with the sending of its Report, the answer-papers of all the candidates who have been recommended for special consideration and whose names appear on Part II of that Report. The answer-papers for each centre shall be arranged by subjects, tied in one parcel, and the parcels for the several centres returned in one of the bags provided. (*New.*)

30. Under no circumstances shall any information whatever, concerning the results, be made public until the Secretary of the Board has been so authorized by the Minister of Education. See Regulation 16, (4).

31. (1) The bag in which the question papers are shipped to the Presiding Officer is to be returned to the Department (charges prepaid) *at the same time* as the reports are sent.

(2) The answer-papers of candidates, except as stated in instruction 29 (4) above, or when required by the Minister, are not to be forwarded to the Department, but are to be retained by the Chairman until May 31st of the following year. (*Amended.*)

(3) After the 1st day of October, *no case is to be reconsidered* by the examiners who settle the results.

JUNIOR PUBLIC SCHOOL GRADUATION DIPLOMA EXAMINATION, 1913

General Instructions

1. (1) High School Entrance Boards are reminded that the Junior Public School Graduation Diploma examination, wherever held, is to be conducted by them. For this purpose each Board concerned shall include members competent to examine in Art, Elementary Science, and Book-keeping. The Regulations governing this examination will be found on pages 25-27 of the Public School Regulations of 1911.

(2) Forms for the use of Public School Principals in making reports on the standing of candidates in accordance with Public School Regulation 19 (7) (*a*), should be provided by the Public School Inspector. These Forms will not be supplied by the Department.

2. (1) The Junior Public School Graduation Diploma examination for 1913 will begin on Monday, the 16th of June, at 8.45 a.m., and will be conducted under the provisions of Public School Regulation 19, subject to the instructions herein contained.

(2) Candidates who purpose writing at this examination shall notify the Public School Inspector not later than the 20th day of April.

Instructions to Inspectors

3. The Inspector shall notify the Minister not later than the 24th day of April, on a Form supplied by the Department, of the number and location of the Junior Graduation centres in his Inspectorate, the name and address of each Chief Presiding Officer, and the number of candidates at each of such centres. Where practicable the Chief Presiding Officer for this examination shall be the same as for the Junior High School examination at the same centre.

Instructions to Boards

4. (1) As the examination in Oral Reading is to include questions on the principles and is to be conducted by a member of the High School Entrance Board selected thereby, it shall be the duty of the Board to see that a competent examiner is provided.

(2) The maximum value to be assigned is 50 marks, which is to be apportioned as follows:—Reading 35; questions on the principles 15.

5. For the examination in Bookkeeping ruled sheets for Journal and Ledger may be supplied to the candidates at the discretion of the High School Entrance Boards. (*New.*)

6. The Board shall make all arrangements for reading the answer papers, settling the results, reporting them to the Department *not later than July 9th* on the Forms supplied, publishing the results, and issuing the Diplomas to the successful candidates. The Diplomas will be sent by the Deputy Minister to the Secretary of the Board on receipt of its report.

7. The Writing shall be judged from the answer-papers in one of the other subjects. This subject shall be determined by the High School Entrance Board, while the answer papers are being read, and shall not be communicated to the candidates.

8. A candidate who at this examination makes 33⅓ per cent. in each subject and 50 per cent. of the aggregate, may, with the approval of the Minister, be granted a Junior High School Entrance certificate. (*New.*)

9. The Board shall make all arrangements for collecting the fees of the candidates, in accordance with subsection 8 of P.S. Regulation 19.

10. It shall make all necessary arrangements for the payment of the expenses of the examination [see Reg. 19, (9)]. The additional presiding necessary shall be paid for at the regular rate of $5.00 per day for the chief presiding officer, and $4.00 per day for an assistant. For reading the answers the examiners shall be paid at the rate of $1.25 per candidate, and the secretary at the rate of 7c. per candidate.

11. In settling the results of this examination and in reporting them to the Department, the Board shall be governed, *mutatis mutandis,* by the procedure in the case of the Junior High School Entrance examination. (See Instructions 26-31 above.)

Instructions to Presiding Officers

12. The duties of the Presiding Officers shall be those prescribed in the case of the Junior High School Entrance examination, except that in the collection of fees he shall also be governed by P. S. Reg. 19. (8).

Instructions to Candidates

13. The duties of candidates shall be those prescribed in the case of the Junior High School Entrance examination.

TIME-TABLES, 1913

Junior High School Entrance and Junior Public School Graduation Diploma Examinations

Before candidates at either examination begin writing on their first paper, the Presiding Officer (at 8.45-9.00 a.m. or 1.15-1.30 p.m.) shall read and explain to them the "Instructions to Candidates," Cir. 57.

Date	Hour of Examination	Junior High School Entrance	Junior Public School Graduation
16th June	A.M. 9.00-11.30....	.....	Elementary Science.
	P.M. 1.30- 4.00....	.....	British and Canadian History.
17th June	A.M. 9.00-11.30....	.....	English Grammar.
	P.M. 1.30- 4.00....	.....	Art.
18th June	A.M. 9.00-11.30....	.....	Algebra and Geometry. (See Note 4 below.)
	P.M. 1.30- 3.30....	Composition.....	
	P.M. 1.30- 4.00....	.....	English Composition.
	P.M. 3.40- 4.25....	Spelling.....	
19th June	A.M. 9.00-11.30....	Arithmetic.....	Arithmetic and Mensuration.
	P.M. 1.30- 3.30....	Reading (examination paper).....	
	P.M. 1.30- 4.00....	.....	Literature.
20th June	A.M. 9.00-11.00....	English Grammar.....	Bookkeeping.
	A.M. 11.00-12.00....	Writing.....	
	A.M. 11.10-12.00....	.....	Spelling.
	P.M. 1.30- 3.30....	Geography.....	
	P.M. 1.30- 4.00....	.....	Geography.

Note.—(1) For the examination in Geometry, candidates should provide themselves with a pair of compasses, a protractor, and a ruler showing millimetres and at least sixteenths of an inch. Rulers will also be required for the examination in Bookkeeping.

(2) For the examination in Art, candidates should come supplied with pencils, erasers, pens, water-colours, and brushes; they will also need water-pans and a convenient supply of water.

(3) The examination in Oral Reading may be taken either from 4 to 5 p.m. on any day of the examination or at such other times as will cause least inconvenience to the candidates.

(4) Candidates taking Manual Training or Household Science, in accordance with the announcement made to the Inspectors of the urban Fifth Classes concerned, will take the written examination in such subjects during the Algebra and Geometry period. The practical examination will be held at some other time and due notice thereof will be given to the candidates concerned.

January, 1913.

JUNIOR HIGH SCHOOL ENTRANCE AND JUNIOR PUBLIC SCHOOL GRADUATION EXAMINATIONS, 1913

INSTRUCTIONS TO CANDIDATES

(Instructions No. 87)

To be read to Candidates by the Principal previous to the examination

1. (*a*) The Junior High School Entrance examination for 1913 will be held on the 18th, 19th, and 20th of June as per time-table, and will be conducted under the provisions of Sections 44-47 of the High Schools Act and of the High School Regulations of 1911.

(*b*) The Junior Public School Graduation Diploma examination for 1913 will be held on June 16th-20th as per time-table, and will be conducted under the provisions of Public School Regulation 19.

2. Candidates who purpose writing at either of the above examinations must notify the Public School Inspector before the 20th day of April.

3. No candidate shall be admitted to the Junior High School Entrance examination in the subjects of Group II who does not present a certificate for the subjects of Group I in accordance with the provisions of High School Regulation 3 (1) (*b*).

4. Where fees have been imposed as provided in Section 46, subsection 5 of the High Schools Act, such fees shall be paid to the chief Presiding Officer before the close of the first day of the examination.

5. Every candidate should be in attendance at least fifteen minutes before the time at which the examination in the first subject is to begin, and shall occupy the seat allotted by the Presiding Officer. Any candidate desiring to move from his allotted place or to leave the room shall first obtain permission from the Presiding Officer to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

6. Every candidate shall write his answers on one side only of the paper, and number each answer. He shall arrange the sheets numerically, according to the questions, and fold them once crosswise, endorsing them with his name, the name of the subject, and the name of the place at which he is examined. A paper shall not be returned to a candidate after being placed in the hands of the Presiding Officer.

7. Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note or paper having any reference to the subject on which he is writing, shall be required by the Presiding Officer to leave the room, and his paper and the papers of all the guilty parties shall be cancelled.

8. In the case of the illness of any candidate or other unavoidable cause of absence from all or part of the examination, full particulars accompanied by a medical certificate should be submitted to the Entrance Board immediately at the close of the examination.

9. An appeal against the standing of any candidate should be made to the Entrance Board not later than October 1st. Such appeals should not be made to the Department.

NOTE.—(1) For the examination in Geometry, candidates should provide themselves with a ruler showing millimetres and at least sixteenths of an inch, a pair of compasses, and a protractor. Rulers will also be required for the examination in Bookkeeping.

(2) For the examination in Art, candidates should come supplied with pencils, erasers, pens, water-colours, and brushes. They will also need water-pans and a convenient supply of water.

(3, The examinations in Oral Reading may be taken either from 4 to 5 p.m. on any day of the examination or at such other times as will cause least inconvenience to the candidates. The examiner is reminded that the examination in Oral Reading shall include questions on the Principles based on the passages read. Of the 50 marks for Oral Reading a maximum of 15 marks should be assigned to this. See Public School Regulation 19, (5), (c).

(4) For the examination in Bookkeeping ruled sheets for Journal and Ledger may be supplied to the candidates at the discretion of the High School Entrance Boards.

February, 1913.

TEXTS FOR DEPARTMENTAL EXAMINATIONS, 1914

(Circular No. 58)

I. The Junior High School Entrance Examination

LIST OF BOOKS IN ENGLISH LITERATURE

Of the following books at least four are to be read by candidates. The total number of pages in the four books selected shall be at least six hundred. Part shall be prose and part poetry.

Brown: Rab and His Friends, and Our Dogs.
Burroughs: Birds and Bees, Sharp Eyes.
Carroll: Alice in Wonderland, Through the Looking-glass.
Church: The Story of the Iliad, The Story of the Odyssey.
Cooper: The Last of the Mohicans.
Defoe: Robinson Crusoe.
De la Ramé: A Dog of Flanders.
Dickens: The Christmas Carol, The Cricket on the Hearth, The Chimes.
Eliot, George: Silas Marner, The Mill on the Floss.
Fitchett: Great Deeds on Land and Sea.
Goldsmith: The Vicar of Wakefield, The Traveller, The Deserted Village.
Hawthorne: The Wonder Book, The Tanglewood Tales, etc.
Hughes: Tom Brown's School Days.
Irving: Rip Van Winkle, Sleepy Hollow and Other Tales.
Keary: Heroes of Asgard (Scandinavian Myths).
Kingsley: The Heroes, The Water Babies, Hereward the Wake.
Lamb: Tales from Shakespeare, Adventures of Ulysses.
Longfellow: Evangeline, Hiawatha, Shorter Poems.
Ruskin: The King of the Golden River.
Scott: The Lady of the Lake, The Lay of the Last Minstrel, Ivanhoe, The Talisman.
Shakespeare: The Merchant of Venice, Julius Caesar.
Stevenson: Treasure Island, Kidnapped.
Swift: Gulliver's Travels to Lilliput, to Brobdignag.
Wetherell: Poems of the Love of Country.

EDITIONS

National Library.—Cassell & Company, Toronto.
(Cloth, 6¼ in. x 4¼ in., 15 cents.)
Dickens: The Cricket on the Hearth, 192 pp. A Christmas Carol and The Chimes, 192 pp.
Eliot, George: Silas Marner, 192 pp.
Goldsmith: The Vicar of Wakefield, 192 pp.
Scott: The Lady of the Lake, 191 pp. The Lay of the Last Minstrel, 192 pp.
Shakespeare: The Merchant of Venice, 192 pp. Julius Caesar, 192 pp.

PEOPLE'S LIBRARY.—Cassell & Company, Toronto.
(Cloth, 7⅜ in. x 4⅝ in., 25 cents.)
Cooper: The Last of the Mohicans, 382 pp.
Defoe: Robinson Crusoe, 486 pp.
Goldsmith: The Vicar of Wakefield and Poems, 289 pp.
Hughes: Tom Brown's School Days, 302 pp.
Kingsley: Hereward the Wake, 465 pp.
Lamb: Tales from Shakespeare, 318 pp.
Scott: Ivanhoe, 491 pp. The Talisman, 360 pp.
Stevenson: Treasure Island and Kidnapped, 378 pp.

MACMILLAN'S LITERATURE SERIES (Morang).—The Macmillan Company of Canada, Ltd., Toronto.
(Limp Cloth, 6⅞ in. x 4⅝ in., 15 cents.)
Dickens: A Christmas Carol, 119 pp.
Dickens: The Cricket on the Hearth, 124 pp.
Hawthorne: The Wonder Book, 138 pp.
Hawthorne: Tanglewood Tales (complete), 202 pp.
Irving: Rip Van Winkle and Other Essays, 115 pp.
Kingsley: The Heroes (complete), 155 pp.
Lamb: Seven Tales from Shakespeare, 123 pp.
Ruskin: King of the Golden River (paper), 64 pp., 10 cents.
Longfellow: Evangeline, 104 pp.
Scott: The Lady of the Lake, 123 pp.
Scott: The Lay of the Last Minstrel, 123 pp.
Shakespeare: Julius Caesar, 78 pp.
Shakespeare: The Merchant of Venice, 81 pp.
Wetherell: Poems of the Love of Country, 144 pp.

MACMILLAN'S POCKET CLASSICS.—The Macmillan Company of Canada, Ltd., Toronto.
(Cloth, 5¾ in. x 4¼ in., 25 cents.)
Carroll: Alice in Wonderland, 175 pp.
Church: The Story of the Iliad, 221 pp. The Story of the Odyssey, 232 pp.
Cooper: The Last of the Mohicans, 451 pp.
Defoe: Robinson Crusoe (abridged), 219 pp.
Dickens: The Christmas Carol and The Cricket on the Hearth, 197 pp.
Eliot, George: Silas Marner, 204 pp.
Goldsmith: The Vicar of Wakefield, 203 pp.
Hawthorne: The Tanglewood Tales, 208 pp.
Keary: The Heroes of Asgard (Scandinavian Myths), 221 pp.
Kingsley: The Heroes, 251 pp.
Longfellow: The Courtship of Miles Standish and Minor Poems, 208 pp.
Scott: Ivanhoe, 480 pp. The Talisman, 325 pp. The Lay of the Last Minstrel, 158 pp.
Stevenson: Treasure Island, 229 pp. Kidnapped, 245 pp.
Shakespeare: The Merchant of Venice, 233 pp. Julius Caesar, 243 pp.
Fitchett: Great Deeds on Land and Sea, 96 pp.
Carroll: Through the Looking-glass (Miniature Edition), 229 pp., 25 cents.
Kingsley: The Water Babies (Shilling Classics), 330 pp., 25 cents. Hereward the Wake (Shilling Classics), 373 pp., 25 cents.

ECLECTIC ENGLISH CLASSICS.—The Macmillan Company of Canada, Ltd., Toronto.
(Cloth, 6⅝ in. x 4⅝ in., 20 cents.)
Defoe: Robinson Crusoe, 256 pp.
Goldsmith: Vicar of Wakefield, 224 pp.
Eliot, George: Silas Marner, 220 pp.
Scott: Lady of the Lake, 199 pp.
Shakespeare: Julius Caesar, 125 pp.
Shakespeare: The Merchant of Venice, 112 pp.

RIVERSIDE LITERATURE SERIES.—The Copp, Clark Company, Ltd., Toronto.
(Stiff Paper, 6⅞ in. x 4½ in., 15 cents.)
Brown: Rab and His Friends and Our Dogs (Copp, Clark), 64 pp.
Burroughs: Birds and Bees, 88 pp. Sharp Eyes, etc., 96 pp.
Dickens: A Christmas Carol, 118 pp. The Cricket on the Hearth, 112 pp.
Goldsmith: The Traveller, The Deserted Village, and Other Poems, 96 pp.
Hawthorne: Tanglewood Tales, Part I, 112 pp.; Part II, 122 pp.
Hawthorne: Little Daffydowndilly and Other Stories, 89 pp.

Hawthorne: Tales of the White Hills and Sketches, 96 pp.
Irving: Rip Van Winkle and Other Essays, 100 pp.
Lamb: Tales from Shakespeare, Part I, 98 pp.; Part II, 96 pp.; Part III, 112 pp.
Longfellow: Evangeline, 100 pp.
Ruskin: The King of the Golden River and Other Wonder Stories, 98 pp.
Shakespeare: The Merchant of Venice, 116 pp. Julius Caesar, 103 pp.
Eliot, George: Silas Marner, 238 pp., cloth, Cambridge Edition, 25 cents.

Blackie's English Texts (Rouse).—The Copp, Clark Company, Ltd.
(Limp Cloth, 6½ in. x 4¼ in., 15 cents.)
Defoe: Robinson Crusoe (abridged), 127 pp.
Dickens: The Christmas Carol, 112 pp.
Hawthorne: The Tanglewood Tales, 120 pp.
Irving: Rip Van Winkle and Other Sketches, 128 pp.
Kingsley: The Water Babies, 128 pp. The Heroes, 132 pp.
Lamb: The Adventures of Ulysses, 112 pp.
Swift: Gulliver's Travels to Lilliput and Brobdignag, 125 pp.

Nelson's Short Studies in English Literature.—The Copp, Clark Co., Ltd., Toronto.
(Cloth, 4½ in. x 6⅞ in., 15 cents.)
Irving: Sleepy Hollow and Other Tales, 100 pp.
Lamb: Tales from Shakespeare—The Tragedies, 100 pp.
Lamb: Tales from Shakespeare—The Comedies, 96 pp.
Longfellow: Evangeline, 94 pp. Shorter Poems, 100 pp.
Shakespeare: The Merchant of Venice, 97 pp.

Nelson's Sixpenny Classics.—The Copp, Clark Co., Ltd., Toronto.
(Cloth, 6⅜ in. x 4¼ in., complete, 15 cents.)
Cooper: The Last of the Mohicans.
Defoe: Robinson Crusoe.
Eliot: Silas Marner. The Mill on the Floss.
Goldsmith: The Vicar of Wakefield.
Hughes: Tom Brown's School Days.
Lamb: Tales from Shakespeare.
Scott: Ivanhoe. The Talisman.

Everyman's Library.—J. M. Dent & Sons, Ltd., Toronto.
(Cloth, 7 in. x 4½ in., 25 cents.)
Defoe: Robinson Crusoe, 453 pp.
Eliot, George: Silas Marner, 262 pp. The Mill on the Floss, 492 pp.
Goldsmith: The Vicar of Wakefield, 222 pp.
Hawthorne: A Wonder Book and Tanglewood Tales, 404 pp.
Hughes: Tom Brown's School Days, 336 pp.
Kingsley: The Water Babies and Glaucus, 310 pp.
Lamb: Tales from Shakespeare (complete), 327 pp.
Scott: Ivanhoe, 518 pp.

Classic Library.—McClelland & Goodchild, Toronto.
(Stiff Paper, 6¼ in. x 4⅜ in., 15 cents.)
Defoe: Robinson Crusoe, 192 pp.
Dickens: A Christmas Carol, 155 pp. The Cricket on the Hearth, 128 pp.
Eliot, George: Silas Marner, 267 pp.
Goldsmith: The Vicar of Wakefield, 247 pp.
Lamb: Tales from Shakespeare, Vol. I, 223 pp.; Vol. II, 233 pp.
Longfellow: Evangeline, 126 pp.
Scott: The Lady of the Lake, 204 pp. The Lay of the Last Minstrel, 155 pp.
Shakespeare: The Merchant of Venice, 154 pp. Julius Caesar, 112 pp.
Swift: Gulliver's Travels to Lilliput, 108 pp. Gulliver's Travels to Brobdignag, 108 pp.

Little Classic Series.—McClelland & Goodchild, Toronto.
(Stiff Paper, 6¾ in. x 4¾ in.)
De la Ramé: A Dog of Flanders, 63 pp., 12 cents.
Dickens: A Christmas Carol, 101 pp., 10 cents.
Irving: Selections, 162 pp., 12 cents.
Longfellow: Hiawatha, 194 pp., 10 cents.
Shakespeare: Julius Caesar, 109 pp., 10 cents.
Shakespeare: The Merchant of Venice, 105 pp., 10 cents.
Scott: The Lay of the Last Minstrel, 165 pp., 12 cents.

ENGLISH CLASSIC SERIES.—The Educational Publishing Co., Ltd., Toronto.
(Stiff Paper, 6½ in. x 4½ in., 10 cents.)
Goldsmith: The Deserted Village, 38 pp.
Irving: Rip Van Winkle, 48 pp.
Longfellow: The Courtship of Miles Standish, 96 pp.
Shakespeare: The Merchant of Venice, 92 pp.

POCKET LIBRARY.—The Musson Book Co., Ltd., Toronto.
(Cloth, 5¾ in. x 3¾ in., 25 cents.)
Dickens: The Christmas Carol, The Cricket on the Hearth, The Chimes.

UNIVERSAL LIBRARY.—The Musson Book Co., Ltd., Toronto.
(Cloth, 6 in. x 3½ in., 25 cents.)
Eliot, George: Silas Marner, The Mill on the Floss.
Hughes: Tom Brown's School Days.
Lamb: Tales from Shakespeare.

YOUNG PEOPLE'S CLASSICS.—The Musson Book Co., Ltd., Toronto.
(Cloth, 6½ in. x 5 in., 25 cents.)
Carroll: Alice in Wonderland, Through the Looking-glass.
Irving: Rip Van Winkle, and other Stories.
Hawthorne: Tanglewood Tales, 192 pp.
Kingsley: The Water Babies, 224 pp.
Stevenson: Treasure Island.
Defoe: Robinson Crusoe.
Swift: Gulliver's Travels.

EVERY BOY'S LIBRARY.—The Musson Book Co., Ltd., Toronto.
(Cloth, 7 in. x 5 in., 25 cents.)
Goldsmith: The Vicar of Wakefield.
Hawthorne: The Wonder Book.

EVERYONE'S LIBRARY.—The Musson Book Co., Ltd., Toronto.
(Cloth, 7¼ in. x 5 in., 25 cents.)
Kingsley: Hereward the Wake, 416 pp. The Heroes, 264 pp. The Water Babies, 262 pp.
Hughes: Tom Brown's School Days, 341 pp.
Carroll: Alice in Wonderland, 184 pp.
Defoe: Robinson Crusoe, 427 pp.

EXAMINATIONS

Hereafter, besides questions on sight passages, the examination paper in Reading at the Junior High School Entrance Examination will contain questions on a passage or passages from the Fourth Reader authorized by the Course of Study for the Public or the Separate Schools.

Selections for Memorization

Ontario Public School Reader, Book IV

Hands All Round, p. 49; The Burial of Moses, p. 80; Ye Mariners of England, p. 154; The Harp that Once Through Tara's Halls, p. 174; On the Grasshopper and Cricket, p. 197; Rule Britannia, p. 202; My Native Land, p. 227; Dost Thou Look Back on What Hath Been, p. 289; To a Water Fowl, p. 377; Daffodils, p. 382; On His Blindness (Sonnet), p. 393; Recessional, p. 409.

Canadian Roman Catholic Reader, Book IV.

The Maple, p. 11; Abou Ben Adhem and the Angel, p. 51; The Exile of Erin, p. 52; The Stream of Life, p. 84; The Song in Camp, p. 100; The Heritage, p. 150; Ye Mariners of England, p. 161; The Reaper, p. 183; A Day in June, p. 305; The Bells of Shandon, p. 330.

II. Junior and Senior Public School Diplomas, the Senior High School Entrance and Entrance into the Model Schools

LIST OF BOOKS IN ENGLISH LITERATURE

Of the following books at least four are to be read by candidates. The total number of pages in the four books selected shall be at least seven hundred. Part shall be prose and part poetry. Where the principal desires to substitute other books for those on this list he shall submit to the Inspector concerned, for his approval, the names of those he proposes.

Aytoun: Lays of Scottish Cavaliers.
Blackmore: Lorna Doone.
Buckley: The Fairyland of Science.
Bullen: The Cruise of the Cachalot.
Burroughs: Pepacton. Wake Robin. Winter Sunshine.
Butler: The Wild North Land. Red Cloud.
Byron: Childe Harold—Cantos III and IV.
Chronicles of Canada Series: Wolfe. Montcalm. Brock.
Church: Story of the Iliad. Story of the Odyssey.
Cooper: The Last of the Mohicans.
Dana: Two Years Before the Mast.
Dickens: David Copperfield. Oliver Twist. Old Curiosity Shop.
Eliot: Silas Marner. The Mill on the Floss.
Fitchett: Deeds that Won the Empire. Fights for the Flag.
Gaskell: Cranford.
Goldsmith: The Deserted Village. The Traveller. The Vicar of Wakefield.
Hawthorne: A Wonder Book.
Hughes: Tom Brown's School Days.
Irving: Life of Columbus.
Keary: Heroes of Asgard.
Kingsley: The Water Babies. The Heroes. Hereward the Wake.
Kipling: The First Jungle Book. Captains Courageous. Puck of Pook's Hill.
Lamb: Tales from Shakespeare.
Lanier: The Boys' King Arthur.
Long: Wilderness Ways. Ways of the Wood Folk.
Longfellow: Evangeline. Tales of a Wayside Inn.
Lyall: In the Golden Days.
Lytton: The Last Days of Pompeii. The Last of the Barons.
Machar and Marquis: Stories of New France.
Parker: The Seats of the Mighty.
Peabody: Old Greek Stories Told Anew.
Roberts: Watchers of the Trail. The Kindred of the Wild.
Scott: The Lady of the Lake. The Lay of the Last Minstrel. Tales of a Grandfather. Ivanhoe. The Talisman. Kenilworth. Quentin Durward.
Shakespeare: The Merchant of Venice. Macbeth.
Southey: Life of Nelson.
Stevenson: Treasure Island. Kidnapped.
Tennyson: Idylls of the King—Gareth and Lynette. Geraint and Enid. The Passing of Arthur.
Thompson-Seton: Lives of the Hunted.
Wetherell: Poems of the Love of Country.
Whittier: Snowbound.

Inexpensive editions of these books may be obtained from the local booksellers, from the publishers named, or from other publishers.

EXAMINATIONS

Hereafter, besides questions on sight passages, the examination paper in Literature for the Junior Public School Diploma and that for the Senior Public School Diploma, the Senior High School Entrance, and Entrance into the Model Schools will contain questions on a passage or passages from the selections which follow:

Junior Public School Diploma

(1)	*Macaulay*:	Horatius (From "Lays of Ancient Rome").
	Longfellow:	The Courtship of Miles Standish.
	Moore:	The Meeting of the Waters.
	Scott:	Jock of Hazeldean.
	Scott:	Alice Brand.
	Bret Harte:	Dickens in Camp.
	Aytoun:	The Island of the Scots.
	Longfellow:	The Builders.
	Wordsworth:	The Solitary Reaper.
(2)	*Scott*:	The Talisman.

Selections for Memorization

The High School Reader (New Edition)

On His Blindness, p. 80; Home They Brought Her Warrior Dead, p. 107; The Return of the Swallows, p. 111; Rosabelle, p. 166; The Revenge, p. 234.

Narrative and Lyric Poems

Macaulay: Horatius, ll. 459-541; *Longfellow*: The Courtship of Miles Standish, ll. 851-864; *Moore*: The Meeting of the Waters; *Bret Harte*: Dickens in Camp; *Longfellow*: The Builders; *Wordsworth*: The Solitary Reaper.

Senior Public School Diploma, Senior High School Entrance and Entrance into the Model Schools

(1)	*Macaulay*:	The Battle of Lake Regillus.
	Lowell:	The Vision of Sir Launfal.
	Arnold:	Sohrab and Rustum.
	Holland:	Gradatim.
	Wordsworth:	"It is not to be thought of that the Flood."
	E. B. Browning:	A Musical Instrument.
(2)	*Shakespeare*:	Julius Cæsar.

Selections for Memorization

Narrative and Lyric Poems

The Battle of the Lake Regillus, ll. 513-540; The Vision of Sir Launfal, ll. 33-56; Sohrab and Rustum, ll. 872-889; Gradatim, "It is not to be thought of that the Flood."

Julius Cæsar.

Act I, Sc. 1, ll.	36- 60.	*Mar.*	Wherefore rejoice . . .	ingratitude.
Act I, Sc. 2, ll.	92-160.	*Cas.*	Well, honour . . .	a King.
Act III, Sc. 2, ll.	78-112.	*Ant.*	Friends . . .	back to me.
Act III, Sc. 2, ll.	123-141.	*Ant.*	But yesterday . . .	issue.
Act III, Sc. 2, ll.	173-201.	*Ant.*	If you have tears . . .	traitors.
Act III, Sc. 2, ll.	213-234.	*Ant.*	Good friends . . .	and mutiny.

III. Middle School Examination for Entrance into the Normal Schools

ENGLISH:—*Tennyson*: The Lady of Shalott, St. Agnes' Eve, "Come not when I am dead," "Break, break, break," In the Valley of Cauteretz, Elaine. *Browning*: "All Service Ranks the Same with God," My Last Duchess, Cavalier Tunes, The Boy and the Angel, Love among the Ruins, Home Thoughts from Abroad, Up at a Villa, The Guardian Angel, Prospice. *Shakespeare*: Macbeth.

Selections for Memorization

Tennyson: The Lady of Shalott, Part I; St. Agnes' Eve; "Break, break, break"; In the Valley of Cauteretz.
Browning: "All Service Ranks the same with God"; Home Thoughts from Abroad; Prospice; Love Among the Ruins.

Macbeth

Act I, Sc. 5, ll. 16-31. *Lady M.* Glamis thou art . . . crown'd withal.
Act I, Sc. 7, ll. 1-28. *Macb.* If it were done . . . on the other.
Act II, Sc. 1, ll. 33-64. *Macb.* Is this a dagger . . . to hell.
Act III, Sc. 2, ll. 4-26. *Lady M.* Nought's had . . . him further.
Act III, Sc. 2, ll. 45-56. *Macb.* Be innocent . . . go with me.
Act V, Sc. 3, ll. 22-28. *Macb.* I have lived . . . dare not.
Act V, Sc. 3, ll. 39-45. *Macb.* Cure her . . . the heart?
Act V, Sc. 5, ll. 16-28. *Sey.* The Queen . . . signifying nothing.

LATIN:—*Cæsar,* De Bello Callico, Book IV, chaps. 20-38, and Book V, chaps. 1-23; *Virgil,* Æneid, Book 1, vv. 1-510.

IV. Upper School Examination for Entrance into the Faculties of Education

A

ENGLISH: *Tennyson*: The Lady of Shalott, St. Agnes' Eve, "Come not when I am dead," "Break, break, break," In the Valley of Cauteretz, Elaine. *Browning*: "All Service Ranks the Same with God," My Last Duchess, Cavalier Tunes, The Boy and the Angel, Love Among the Ruins, Home Thoughts from Abroad, Up at a Villa, The Guardian Angel, Prospice. *Shakespeare*: Macbeth, As You Like It.

Selections for Memorization

Tennyson and Browning: As for the Middle School Examination, omitting "The Lady of Shalott, Part I." and "Love Among the Ruins,"
Macbeth: As for the Middle School Examination.

As You Like It.

Act II, Sc. 1, ll. 1-18. *Duke S.* Now, my co-mates . . . change it.
Act II, Sc. 5. The Songs.
Act II, Sc. 7, ll. 12-34. *Jaq.* A fool! . . . only ear.
Act II, Sc. 7, ll. 139-166. *Jaq.* All the world's . . . sans everything.
Act II, Sc. 7, ll. 174-190. *Amiens.* The Song.

*LATIN:—*Cæsar*, De Bello Gallico, Book I; *Horace, Odes,* Book I, 1, 2, 5, 6, 10, 14, 22, 24, 31, 34, 35, 38; Book II, 3, 10, 14, 15, 16, 18; Book III, 1, 2, 3, 4, 5, 13, 21, 23, 24, 25, 29, 30; Book IV, 2, 4, 5, 7, 15.

Virgil, Æneid, Book I, vv. 1-510, or Book II, vv. 1-505; *Cicero,* In Catilinam, I and III.

*NOTE:—The continuous passages of English for translation into Latin will be based on Cæsar.

GREEK:—*Xenophon,* Hellenica (Philpotts' Selections, sections I and II); *Homer,* Iliad I, 1-350; III, 121-244; VI, 66-118, and 237 to the end; Odyssey VI and IX.

French:—*Feuillet,* Roman d'un jeune homme pauvre.

GERMAN:—*Moser,* Der Bibliothekar; *Ebner-Eschenbach,* Krambambuli; *Heyse,* L'Arrabbiata.

B

For candidates who substitute for the course prescribed in Latin the special courses in English Literature and the History of the English Language and Literature under the provisions of High School Regulations, 1911, page 57, sec. 8 (2) (*a*), the following texts and courses are prescribed:

1. *Chaucer*:—The Prologue; *Spenser*—The Faerie Queene—Book I; *Milton*:—Paradise Lost—Book I; L'Allegro and Il Penseroso; *Pope*:—The Rape of the Lock, The Prologue to the Satires; *Goldsmith*:—The Traveller, The Deserted Village; *Wordsworth*:—Ode on Intimations of Immortality, The Reverie of Poor Susan, Lucy Gray, Heart-leap Well, Lines composed a few miles above Tintern Abbey, Yarrow Unvisited, Yarrow Visited, Yarrow Revisited: *Tennyson*:—In Memoriam (one paper).

2.—(1) A Brief History of the English Language—By O. F. Emerson (The Macmillan Co.).

(2) The History of English Literature as developed in the lives of the following in *The English Men of Letters Series*: Chaucer, Spenser, Milton, Pope, Goldsmith, Wordsworth, Tennyson (one paper).

June, 1913.

MEMORANDUM FOR INSPECTORS AND PRESIDING OFFICERS

Re Midsummer Examinations, 1913

(Instructions No. 52)

Mathematical Instruments

Candidates should be instructed to provide themselves with a pair of compasses, a protractor and a ruler showing both millimetres and sixteenths of an inch for all papers in Science and Mathematics.

Practical Examination in Biology

Candidates for Honours or for Scholarships who include Biology in their course will have practical work. The material for this work will be forwarded in due time from the Department of Education and will consist of one plant, a microscopical section, and an animal.

The bottles and boxes used for the conveyance of the material for the examination are to be returned to the Department of Education.

Zoology

Give out the Zoology paper with the animal at 9 a.m.

The animal is furnished in weak alcohol, and is to be examined by the candidates in the water of their dissecting trays.

If by any defect in the arrangements for the examination, the candidates are without dissecting dishes, in which water may be provided, all the material, animal and vegetable, furnished in bottles, is to be soaked for ten minutes in water before distribution.

Botany

Give out the Botany paper with the plant and the microscopic section at 1.30 p.m.

The plant is delivered in weak formalin and in bottles, and should be allowed to soak in water for at least *ten minutes before distribution.* The candidates are to receive the specimen in water in their dissecting trays, that it may not become dry before examination. *This is important.*

Each candidate to be allowed the use of a compound microscope for *thirty minutes* during the examination period.

LOWER SCHOOL, MODEL SCHOOL ENTRANCE, SENIOR HIGH SCHOOL ENTRANCE, AND SENIOR PUBLIC SCHOOL GRADUATION EXAMINATIONS

In the case of the above examinations, where the subjects of examination are the same, the papers will be the same, but under their respective headings.

Art

For the examinations in Art, the Presiding Officer is instructed to see that the candidates are provided with drawing paper taken from the authorized (No. 2) Ontario Blank Drawing Book. This drawing paper, and not the regular examination books, should be used by all candidates at the examination in this subject.

Bookkeeping

For the examinations in Bookkeeping candidates should be provided with the special examination books referred to in Memorandum *re* Examinations (Circ. 21). Where a supply of such books has not been furnished, the Presiding Officer is instructed to allow the candidates half an hour (8.30-9.00) in which to rule the regular examination books. Three pages should be ruled in one book for a Journal and three pages in a second book for a Ledger. Red ink may be used for ruling.

The envelope containing the question papers, however, shall not be opened before the prescribed time nor shall any additional time be allowed after the time set for candidates to stop writing.

Appeals

In the case of the Lower School, the Model School Entrance, the Senior High School Entrance, and the Senior Public School Graduation examinations, all appeals must be forwarded to the Department of Education *not later than August 7th,* and, in the case of all other examinations, *not later than September 1st,* in order that the appeals may be settled before the opening of the respective schools.

Each appeal should be made on a separate sheet of paper, the full name of the candidate with the name of the examination centre at which he wrote should be clearly stated, and the required fee of $2 enclosed. Careful attention to these particulars will greatly aid the Department in having results of the appeals announced at an early date.

In view of all the precautions taken (see Instructions No. 5), there is but little use in appealing unless there is very strong reason to believe that a mistake has been made.

May, 1913.

MEMORANDUM re EXAMINATIONS, 1913

(Circular No. 21)

1. *Departmental Examination Papers not for promotion purposes.*

None of the question papers for the Departmental examinations will be supplied to schools for use therein as promotion examinations. It is in the interests of education that the teachers concerned assume full responsibility for all promotions.

2. *Public School Graduation.*

The Junior and Senior Public School Graduation Diploma examinations are intended to mark two grades in the completion of the Public School Course, in accordance with the competency of the school concerned. Pupils in attendance at High and Continuation Schools will not be permitted to write on these examinations.

3. *Senior High School Entrance.*

The Senior High School Entrance examination has been established to test the competency for the Middle School work of the pupils in attendance at a Public School or at a Continuation School in which there is no Middle School. Pupils in attendance at a High School or at a Continuation School in which there is a Middle School will not be permitted to write on this examination.

4. *Model Entrance.*

The Model School Entrance examination referred to in section 6, (1), (*b*), page 56, High School Regulations, is the examination by that name held in 1908 or any subsequent year, Only those pupils will be admitted to this examination in 1913 who will be of the required age before the close of the current year, and who will pledge themselves, if successful, to attend a Model School for the ensuing session.

5. *Lower School Examination in Elementary Science.*

The paper in Elementary Science for this examination will be based on the complete Lower School course in Botany, Zoology, Physics and Chemistry. Candidates are allowed an option between the questions on the Outdoor Work in Science and those on Agriculture.

6. *September Lower School Examination.*

The September examination in the Lower School subjects will be held for the last time in 1913, for those candidates *only* who are *bona fide* applicants for

admission to a Normal School for the ensuing session. No others will be admitted to this examination.

The paper in Elementary Science for this examination will be set entirely on the Course in Biology prescribed for the Lower School.

7. *Bookkeeping Books.*

Special examination books for the use of candidates in Bookkeeping have been prepared and may be obtained at $40.00 per thousand from W. J. Gage & Company, or The Copp, Clark Company, the same firms that publish the ordinary examination books. A sufficient supply of these books shall be provided for the use of candidates writing on any examination in which bookkeeping occurs as a subject.

8. *Squared Paper for Mathematics.*

In certain of the Middle and Upper School examinations in Mathematics the use of squared paper will be required. This paper, which must be provided by the local school boards, may be obtained through the local dealers at 10c. per package of 10 sheets.

9. *Middle School History.*

The question papers in History for the Middle and Upper School examinations may include questions involving the use of outline maps for the location of places of historical importance. Where such maps are required they will be supplied with the question papers.

10. *Logarithmic and Trigonometric Tables.*

As already announced (See Exam. Form 65), for the problems in Trigonometry, etc., each candidate writing on the mathematical papers of the Upper School examinations, shall be allowed the use of a book of Tables from the school library.

11. *Reports on the standing of Middle School Candidates.*

Candidates recommended for both the Normal Entrance and the Junior Matriculation examinations must be reported fully on each Form.

April, 1913.

DEPARTMENTAL TEXT-BOOK REGULATIONS

(Circular No. 14)

TEXT-BOOKS AUTHORIZED FOR USE IN PUBLIC, SEPARATE, CONTINUATION AND HIGH SCHOOLS, AND COLLEGIATE INSTITUTES

1. As specified therein, the text-books listed in Schedules A and B below, and the accompanying Blank Books listed in C below, shall be authorized for use in Public, Separate, Continuation, and High Schools, and Collegiate Institutes. In Schedule D are listed the manuals provided for Teachers' use and for school libraries.

2. The publishers shall sell direct, in any quantity, to any purchaser for use in Ontario, the books listed in Schedules A, B, and C below, at 20 per cent. less than the maximum prices named in the aforesaid schedules.

3. On the recommendation of the Principal, approved by the Inspector, Supplementary Reading, as prescribed in the School Courses of Study and suffi-

cient for the number of pupils concerned, shall be provided from time to time in the school library by the Board of School Trustees.

4. The four books in English Literature to be read by candidates in preparation for a Departmental Examination, as prescribed by the Regulations, shall be purchased by the pupils concerned or provided for their use in the school library by the Board of School Trustees, as the Board may determine.

5. No text-books are authorized in Art, Biology, Agriculture, Manual Training, or Household Science. These subjects will be taken up under the teacher, in accordance with the School Courses of Study, with suitable reference books provided in the school library by the Board of School Trustees and approved by the Inspector.

6. For Religious Instruction in the Public, Continuation, and High Schools, and Collegiate Institutes, the Sacred Scriptures, or the Selected Scripture Readings of the International Sunday School Association, or the Scripture Readings adopted by the Department of Education shall be used as prescribed by the Regulations of the Department of Education.

7. The edition of the High School French Grammar which was used in any school during the school year ending the thirtieth of June, 1913, and the continued use of which is recommended by resolution of the Board of School Trustees passed on or before the reopening of the schools in September, 1913, and communicated promptly thereafter to the Minister of Education, shall be deemed authorized for any of the classes of such school at the former maximum price, until the first of July, 1915. In all other cases the Principal shall introduce next September the text-books authorized in this circular which are not already in use in his school.

NOTE.—**Principals who desire to retain the High School French Grammar for the sake of classes that already possess it, are hereby warned:**

That to enable them to do so they must secure the resolution of the Board of School Trustees on or before the date specified in 7 above.

8. The Principal shall submit to the Inspector at his official visit a copy of the resolution provided for in 7 above and 14 below, duly dated and certified by the Secretary of the Board of School Trustees.

Public and Separate Schools

9. Books authorized for use in the Lower School of Continuation and High Schools and Collegiate Institutes are authorized for use by pupils taking the corresponding subjects in the Fifth Form of Public and Separate Schools.

10. Boards of Roman Catholic Separate School Trustees may by resolution adopt either the Ontario Readers or the Canadian Catholic Readers for use in the schools under their charge.

11. Where French or German is a subject of study in Forms I-IV of a Public or a Separate School, the text-books in use therein during the school year 1912-1913, in French or German Reading, Grammar, and Composition shall remain authorized for use during the school year, 1913-1914.

12. The Readers in History, Geography, or Hygiene, recommended by the Minister of Education for use in Form III of a Public or a Separate School shall be provided in the school library or bought by the pupils of the Form as the Board of Trustees may direct. Under the same conditions these Readers may be used as supplementary to the authorized texts in the higher Forms.

Schedule A

Public and Separate Schools

Ontario Public School Arithmetic. The Robert Simpson Co., Ltd. . $0.10
Ontario School Geography. Educational Book Company of Toronto, Ltd. ..... .65
Ontario Public School Grammar. Holland Linen Writing Paper Co. (*Authorized for the Fourth and Fifth Forms*) ..... .10
Ontario Public School History of England. The Macmillan Company of Canada, Ltd. (*Authorized for the Fourth and Fifth Forms*) ..... .25
Ontario Public School History of Canada. The Macmillan Company of Canada, Ltd. (*Authorized for the Fourth and Fifth Forms*) ..... .25
Ontario Public School Hygiene. The Copp Clark Co., Ltd. (*Authorized for the Fourth and Fifth Forms*) ..... .20
Ontario Public School Speller. The Copp Clark Co., Ltd..... .15
A revised edition of the Ontario Public School Speller will be ready in July, 1914.
Ontario Public School Composition. The Copp Clark Co., Ltd. ... .15
Ontario Copy Books, Five Numbers. E. H. Harcourt Co., Ltd. Each .02
Ontario Writing Course. E. H. Harcourt Co., Ltd. ..... .05
Ontario School Book-keeping. Educational Book Company of Toronto, Ltd. ..... .30
Ontario Readers.—*New Series.* The T. Eaton Co., Ltd.:
Primer ..... .04
First Book ..... .06
Second Book ..... .09
Third Book ..... .14
Fourth Book ..... .16

Roman Catholic Separate Schools

Canadian Catholic Readers.—The Copp, Clark Co., Ltd.:
First Book, Part I..... .05
First Book, Part II..... .08
Second Book ..... .13
Third Book ..... .16
Fourth Book ..... .20

Readers for Form III (See Reg. 12.)

The Story of the British People. Thomas Nelson and Sons, or The Copp, Clark Co., Ltd. ..... .35
The Story of the Earth and Its Peoples. Thomas Nelson and Sons, or The Copp, Clark Co., Ltd. ..... .50
Hygiene for Young People. The Copp, Clark Co., Ltd. ..... .25
Hygiene Reader. Thomas Nelson and Sons. (*Ready in September. Price to be announced later.*)

Continuation and High Schools and Collegiate Institutes

13. Books authorized for use in Public Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of Continuation and High Schools and Collegiate Institutes.

14. For the High School Upper School, and, except in Bookkeeping, for more advanced work than the First Year Course in Commercial High Schools and the Commercial Departments of Continuation and High Schools and Collegiate Institutes, any books may be used which have been recommended by the Principal and approved by resolution of the Board of School Trustees. If no change has been made since the passing of this resolution, another resolution is not necessary.

15. Any edition of the Literature texts in English, French, or German, prescribed for the examinations of the Department of Education or for Matriculation into the University of Toronto, may be used in the schools with the approval of the Principal, but no annotated edition of such texts used in the Lower and Middle Schools shall cost more than 25 cents.

16. Boards of School Trustees shall provide in the school library a supply of the High School Flora, Part II, or of other Floras, and of the authorized Laboratory Manuals in Chemistry and Physics sufficient for class use by the pupils, who shall not be required to buy them.

17. The price of any blank book specially prepared for exercises or for recording notes in Science or any other subject shall not exceed 25c.

Schedule B

English:

Ontario High School Reader. (*Revised Edition* of The Principles and Practice of Oral Reading) The Canada Publishing Co., Ltd. . $0.40

Ontario High School Grammar. (*Revised Edition.*) The Canada Publishing Co., Ltd. . .45

Ontario High School English Composition. The Copp, Clark Co., Ltd. . .18

History and Geography:

Ontario High School Physical Geography. The Macmillan Co. of Canada, Ltd. . .60

Ontario School Geography. Educational Book Company of Toronto, Ltd. . .65

Ontario High School Ancient History. The Macmillan Co. of Canada, Ltd. . .75

Ontario High School History of England. (*Revised Edition* of Wrong's The British Nation.) The Macmillan Company of Canada, Ltd. . .65

Ontario High School History of Canada. (*Ready in September. Price to be announced later.*)

Mathematics:

Ontario High School Arithmetic. (*Revised Edition.*) The Hunter-Rose Company, Ltd. . .40

Hall and Knight's Junior Algebra. The Macmillan Company of Canada, Ltd. . .50

Ontario High School Geometry. The Copp, Clark Co., Ltd. . .40

Classics:

Ontario High School Latin Book. Educational Book Company of Toronto, Ltd. . .60

White's First Greek Book. (*Authorized until further notice. Supplied by The Copp, Clark Co., Ltd.*) . 1.25

Moderns:

Ontario High School French Grammar. (*Authorized June, 1913.*) The Copp, Clark Co., Ltd. $0.60
Ontario High School French Reader. The T. Eaton Co., Ltd. .... .11
High School German Grammar. (*New Edition*) The Copp, Clark Co., Ltd. ..... .70
Ontario High School German Reader. William Briggs ..... .13

Science:

Ontario High School Physics. The Copp, Clark Co., Ltd. ..... .90
Ontario High School Laboratory Manual in Physics. The Copp, Clark Co., Ltd. ..... .35
Ontario High School Chemistry. The Macmillan Company of Canada, Ltd. ..... .40
Ontario High School Laboratory Manual in Chemistry. The Macmillan Company of Canada, Ltd. ..... .20

Bookkeeping:

Ontario School Bookkeeping—First Course. Educational Book Company of Toronto, Ltd. ..... .30
Ontario School Bookkeeping—Second Course. Educational Book Company of Toronto, Ltd. (*Authorized for the second and subsequent years of the Course in Bookkeeping.*) 1.00

Writing:

Ontario Writing Course ..... .05

Schedule C

Blank Books

*Ontario School Bookkeeping Blank. Educational Book Company of Toronto, Ltd. (*Authorized for Public, Separate, Continuation and High Schools, and Collegiate Institutes*) ..... .12
*Ontario Pupils' Outfit in Business Papers. Educational Book Company, Ltd., Toronto. (*Authorized for Public, Separate, Continuation and High Schools, and Collegiate Institutes*) ..... .08
Ontario Blank Copy Books. E. H. Harcourt Co., Limited. (*Authorized for Public, Separate, Continuation and High Schools, and Collegiate Institutes*) ..... .02
Ontario Blank Drawing Book, No. 1. (*Authorized for Public and Separate Schools*) W. J. Gage and Co., Ltd. ..... .05
Ontario Blank Drawing Book, No. 2. (*Authorized for Continuation and High Schools, and Collegiate Institutes*) W. J. Gage and Co., Ltd. ..... .05

Schedule D

Teachers' Manuals

The Department is publishing Manuals for Teachers dealing with methodology, and containing supplementary material for their use in class. These Manuals are distributed free amongst the school libraries, and teachers may obtain copies at the prices indicated:

*These two Blanks may be obtained in one packet at 20 cents.

For Continuation and High Schools, and Collegiate Institutes:
A Manual of Suggestions for Teachers of Science, 50 cents
A Manual of English Composition, 15 cents.

For Public and Separate Schools:
Primary Reading, 10 cents.
Ontario Readers, Books II, III, IV., 25 cents.
Arithmetic, 15 cents.
Grammar, 15 cents.
History, 10 cents.
Literature, 25 cents.
Composition, 15 cents.
Manual Training, 25 cents.
Geography, 15 cents.

At a later date the following will be published:
Art, Spelling, Household Science, Nature Study and Elementary Science.

Special Notice to Teachers and School Boards

The teacher himself may use any book, pamphlet or magazine he wishes in preparing the lesson for his class; but he has no authority to use as text-books in his class-teaching any other publications than those whose use is authorized in this circular or which are listed in the catalogue of the school library with the approval of the Inspector. Nor can Notes on History, Geography, etc., School Helps, School and Home, or similar publications be used by his pupils in their work at school; and neither the teacher nor the board has any authority to require or induce pupils to buy any of such prohibited books, pamphlets, magazines, Notes, School Helps, School and Home, or other similar publications.

STATUTORY PROVISIONS

High Schools Act

52.—(1) A teacher shall not use or permit to be used as a text-book in a High School any book except such as is authorized by the Regulations, and the Minister, upon the report of the inspector, may withhold the whole or any part of the legislative grant in respect of any High School in which any unauthorized book is so used.

(2) Subject to the Regulations, an authorized text-book in actual use in a High School may, with the written approval of the Board, be changed by the teacher for any other authorized text-book on the same subject. 1 Edw. VII., c. 40, s. 50.

Public Schools Act

84. An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the Board and subject to the Regulations. 1 Edw. VII., c. 39, s. 97 (1).

112. If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school, the Minister, on the report of the inspector, may suspend such teacher, and the Board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on account of the use of such book or any less sum at its discretion. 1 Edw. VII., c. 39, s. 97 (2).

99.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector,

(*g*) To withhold his order for the amount apportioned from the legislative or municipal grant;

(iv) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;

and in every case to report to the Board and to the Minister his reasons for so doing.

REGULATIONS FOR SEPARATE SCHOOLS

The above Sections in regard to authorized text-books in Public Schools are statutory. The same provisions are hereby prescribed as Regulations for the Separate Schools.

June, 1913.

ENGLISH-FRENCH PUBLIC AND SEPARATE SCHOOLS

(Instructions No. 17)

CIRCULAR OF INSTRUCTIONS

1. There are only two classes of Primary Schools in Ontario—Public Schools and Separate Schools; but, for convenience of reference, the term English-French is applied to those schools of each class annually designated by the Minister for inspection as provided in 5 below and in which French is a language of instruction and communication as limited in 3 (1) below.

2. The Regulations and Courses of Study prescribed for the Public Schools, which are not inconsistent with the provisions of this circular, shall hereafter be in force in the English-French Schools—Public and Separate—with the following modifications: The provisions for religious instruction and exercises in Public Schools shall not apply to Separate Schools, and Separate School Boards may substitute the Canadian Catholic Readers for the Ontario Public School Readers.

3. Subject, in the case of each school, to the direction and approval of the Chief Inspector, the following modifications shall also be made in the course of study of the Public and Separate Schools:

The Use of French for Instruction and Communication

(1) Where necessary in the case of French-speaking pupils, French may be used as the language of instruction and communication; but such use of French shall not be continued beyond Form I, excepting that, on the approval of the Chief Inspector, it may also be used as the language of instruction and communication in the case of pupils beyond Form I who are unable to speak and understand the English language.

Special Course in English for French-Speaking Pupils

(2) In the case of French-speaking pupils who are unable to speak and understand the English language well enough for the purposes of instruction and communication, the following provision is hereby made:

(*a*) As soon as the pupil enters the school he shall begin the study and the use of the English Language.

NOTE.—A Manual of Method for use in teaching English to French-speaking pupils has been distributed amongst the schools by the Department of Education. This Manual should be used in all schools. Where necessary copies may be procured on application to the Deputy Minister.

(*b*) As soon as the pupil has acquired sufficient facility in the use of the English language he shall take up in that language the course of study as prescribed for the Public and Separate Schools.

French as a Subject of Study in Public and Separate Schools

4. In schools where French has hitherto been a subject of study, the Public or the Separate School Board, as the case may be, may provide, under the following conditions, for instruction in French Reading, Grammar, and Composition in Forms I to IV [see also provision for Form V in Public School Regulation 14 (5)] in addition to the subjects prescribed for the Public and Separate Schools:

(1) Such instruction in French may be taken only by pupils whose parents or guardians direct that they shall do so, and may, notwithstanding 3 (1) above be given in the French language.

(2) Such instruction in French shall not interfere with the adequacy of the instruction in English, and the provision for such instruction in French in the time-table of the school shall be subject to the approval and direction of the Chief Inspector and shall not in any day exceed one hour in each class-room, except where the time is increased upon the order of the Chief Inspector.

(3) Where, as permitted above French is a subject of study in a Public or a Separate School, the text-books in use during the school year of 1911-1912, in French Reading, Grammar, and Composition remain authorized for use during the school year of 1913-1914.

Inspection of English-French Schools

5. For the purpose of inspection, the English-French schools shall be organized into divisions, each division being under the charge of two Inspectors.

6. (1) In conducting the work of inspection, the Inspectors of a division shall alternately visit each school therein, unless otherwise directed by the Chief Inspector.

(2) Each Inspector shall pay at least 220 half day visits during the year in accordance with the provisions of Public School Regulation 20, (2), and it shall be the duty of each Inspector to pay as many more visits than the minimum as the circumstances may demand.

7. Each two Inspectors of a division shall reside at such centre or centres as may be designated by the Minister.

8. Frequently during the year the two Inspectors of a division shall meet together in order to discuss questions that may arise in their work and to standardize the system of inspection. For the same purposes all the Inspectors shall meet at such times and places as may be designated by the Minister.

9. Each Inspector shall report upon the general condition of all the classes, on the form prescribed by the Minister. This report shall be subject to the approval of the Minister upon the report of the Chief Inspector.

10. If either of the Inspectors of a division finds that any Regulation or Instruction of the Department is not being properly carried out, he shall forthwith report specially on such cases to the Minister.

11. Each Inspector shall forward a copy of his ordinary inspectional report on the prescribed official form to the Minister within one week after the visit.

12. The Chief Inspector of Public and Separate Schools shall be the supervising inspector of the English-French Schools.

13.—(1) No teacher shall be granted a certificate to teach in English-French schools who does not possess a knowledge of the English language sufficient to teach the Public and Separate School Course.

(2) No teacher shall remain in office or be appointed in any of said schools who does not possess a knowledge of the English language sufficient to teach the Public and Separate School Course of Study.

Legislative Grants to English-French Schools

14. The Legislative Grants to the English-French schools shall be made on the same conditions as are the grants to the other Public and Separate Schools.

15. On due application from the School Board and on the report of all the Inspectors approved by the Chief Inspector, an English-French school which is unable to provide the salary necessary to secure a teacher with the aforesaid qualifications shall receive a special grant in order to assist it in doing so.

August, 1913.

INSTRUCTIONS TO INSPECTORS re TEMPORARY, DISTRICT AND THIRD CLASS CERTIFICATES, 1913-14

(Circular No. 30½)

1.—(1) If a teacher with a First or Second Class certificate cannot be obtained, the Minister will, on the recommendation of the Inspector and in compliance with the conditions as prescribed in 2 (2) and 3 below, approve of the appointment of a teacher with a Third Class certificate and, failing such Third Class, of the appointment of a teacher with a District certificate.

(2) If, however, a teacher with a Third Class or District certificate cannot be obtained, the Minister will grant a temporary certificate to a person with qualifications satisfactory to the Inspector, and at least eighteen years of age. If no suitable person of the required age can be obtained, the Inspector is hereby directed to certify to this fact and to make to the Minister any recommendation which in his judgment meets the case.

2.—(1) In cases which, in the judgment of the Inspector, may at any time require special consideration, the Minister may authorize a Board, on the Inspector's recommendation, to engage without advertisement a teacher with a certificate lower than Second Class.

(2) In all other cases, when a teacher with the qualifications as prescribed in 1 (1) above cannot be otherwise obtained, the Board shall duly advertise the vacancy in a paper or papers with a provincial circulation.

3. In all cases, before making a recommendation, the Inspector shall satisfy himself that the Board is offering as high a salary as it may reasonably be expected to pay, and has taken due measures to obtain a teacher with the prescribed grade of certificate.

4. In the case of every vacancy, in order to prevent illegal appointments, the

Inspector shall require the Board of Trustees to notify him forthwith of the name and qualifications of the teacher selected.

5. Except as provided in 2 (1) above, the Inspector may assume that, until otherwise notified, the Minister will approve of his recommendations when made in accordance with the directions of this circular; and, in dealing with each case, the Inspector may govern himself accordingly.

6. On the recommendation of the Inspector, the Minister will extend, if necessary, expired Third Class of District certificates, but, except for special reasons approved by the Minister, no limited or expired Third and no expired District certificate will be validated beyond June, 1914, and no temporary certificate will be granted beyond the current term.

7. As Midsummer marks the close of the school year and as more teachers are available then than at any other period of the year, the Minister would prefer that where Boards make engagements for a year, it should be not for the calendar year but for the school year, from Midsummer to Midsummer.

June, 1913.

TEACHERS' INSTITUTE LECTURES

(Circular No. 49)

LIST OF LECTURERS AND SUBJECTS, 1913-14

(Each Institute Lecturer gives two addresses, to be selected by the Executive of the Institute from the topics offered by the lecturer. If the Institute desires the lecturer to give an evening lecture, when included in the list, special application should be made to him for subjects. The remaining part of the programme of the Institute is provided for by the members of the Institute.)

W. Pakenham, D.Pæd., Faculty of Education, University of Toronto:

1. Literature in the Public Schools.
2. History in the Public Schools.
3. History in English and German Schools.
4. The Physical Well-being of the Pupil.
5. Agencies for the Improvement of the Teacher's Status.

Evening Lecture.

George A. Cornish, B.A., Faculty of Education, University of Toronto:

1. Geography teaching in lower grades.
2. The old Geography and the new.
3. Observational work in Geography.
4. The Intellectual and Emotional values of Words.
5. Materials and Methods of Nature Study.
6. Mistakes of Nature Study teaching, and how to avoid them.
7. New views of Health in relation to teaching.
8. What kind of Hygiene teaching is of most worth.

O. J. Stevenson, M.A., D.Pæd., Faculty of Education, University of Toronto:

1. What should be expected of the Entrance candidate in English Grammar?
2. Supplementary Reading in Third and Fourth Book Classes.
3. Some common mistakes in the teaching of Literature.
4. The Intellectual and Emotional Values of Words.
5. Relation of English Composition to Practical Life.
6. Memorization.
7. Illustrative material in the teaching of English.

Evening Lecture.

F. E. Coombs, M.A., Faculty of Education, University of Toronto:
1. What children should study in the first year of their school life and why.
2. Method in the Primary Grades.

Evening Lecture.

H. T. J. Coleman, Ph.D., Faculty of Education, Queen's University:
1. Literature in the Public School. (Two or three addresses)
2. Recent aspects of Geography Teaching. (Two addresses)
3. The Meaning of Play.
4. The Teacher as a Student.

Evening Lecture.

W. E. Macpherson, B.A., LL.B., Faculty of Education, Queen's University:
1. The Evolution of a Curriculum.
2. Visual Aids in teaching History. (Illustrated)
   (Preferably where there are facilities for showing lantern slides)
3. Pictures from Canadian History.
   (Only where there are facilities for showing lantern slides)
4. The teaching of Commercial Geography.
5. A School Museum.

H. W. Hill, M.D., D.P.H., Institute of Public Health, London:
1. The New Public Health in the Schools.
2. Modern Methods of handling School Epidemics.

Evening Lecture.

S. B. McCready, B.A., Director of Elementary Agricultural Education:
1. The Rural School in Relation to Rural Problems.
2. The Ontario Country School and Country Teacher: Past, Present, and Future.
3. Consolidation of Schools in Canada and elsewhere.
4. An Ideal Country School.
5. How to Teach Agriculture.
6. Departmental Plans and Regulations for teaching Agriculture in High and Public Schools.
7. Progress in the teaching of Agriculture in Ontario.
8. Schools and School Problems in the British Empire.
9. The Ontario Agricultural College: Its History and Work.

Evening Lecture.

S. A. Morgan, B.A.,D.Pæd., Normal School, Hamilton:
1. English Grammar. (One or two addresses)
2. English Composition. (One or two addresses)
3. Elementary Civics. (One or two addresses)
4. Moral Education.
5. Teaching and Learning.
6. The School and the Curriculum.
7. Education and Practical Life.
8. The Progressive Teacher.
9. The School and the State.

Evening Lecture.

F. F. Macpherson, B.A., Normal School, Hamilton:

Language and Composition:

1. Oral Work in English.
2. Language and Sense-training.
3. Supplementary Reading and Language Work.
4. The Writing of an Essay.

Oral Reading:

1. The Preparation for Good Reading.
2. Good Reading and how to get it.
3. Interesting Experiments in the Psychology of Reading.

Literature:

1. The Teacher's Preparation.
2. The Method of Teaching.
3. Illustrative Interpretation of a Passage.

History:

1. History in the Lower Grades.
2. History in the Upper Grades.
3. The Correlation of History.

Spelling:

Course of three addresses on Spelling.

Evening Lecture.

E. T. Seaton, B.A., Normal School, Hamilton:

1. Problems in Arithmetic.
2. Junior Arithmetic.
3. Recent tendencies in Arithmetic Methods.
4. The use of crutches in Arithmetic.
5. Oddities in Arithmetic.
6. Lesson Illustrations.
7. Algebra in Form V.
8. Geometry in Form V.
9. Present Aim in Education.
10. The Spirit of the School.
11. Teaching Children to Study.
12. Home work.
13. The Time-table.
14. School-room Decoration.

Evening Lecture.

J. Voaden, M.A., Normal School, Hamilton:

1. Nature Study in Spirit.
2. Nature Study and the Teacher. (With illustrative material)
3. Nature Study and the Child. (With illustrative material)
4. The modern trend of Geography, or the New Geography *versus* the Old.
5. Geography in Lower Public School classes. The point of view.
6. Elementary Science, an illustrative lesson.
7. The Country Community, its characteristics and its needs.

Evening Lecture.

A. J. Painter, Normal School, Hamilton:
1. Correlated Constructive Work for primary grades.
2. The place of Manual Training in Public Schools.
3. Paper and scissors in the school-room.
4. The sand-table and its uses.
5. Paper cutting and folding as a means of expression.
6. Expression work in plastic materials.
7. Methods in Constructive work for ungraded schools.

Evening Lecture.

J. R. Seavey, Normal School, Hamilton:
1. Art in modern education.
2. Art and why we teach it.
3. Class-room hints in teaching drawing.
4. Class-room hints in teaching colour.
5. Class-room hints in teaching design.
6. The Child in Art.

Evening Lecture.

S. J. Radcliffe, B.A., Normal School, London:
1. The Teaching of English.
2. Oral Composition.
3. Written Composition.
4. A Literature lesson with a class.
5. Imagery in Poetry.
6. Naturalism in Education.

Evening Lecture.

J. Dearness, M.A., Normal School, London:
1. Thought Expression *versus* Word Pronouncing in Elementary Reading.
2. Synthetic Method in Composition.
3. The Play Hour and the Playground.
4. Nature Study—Topics arranged by correspondence.

A. Stevenson, B.A., Normal School, London:
1. Newspapers in Teaching Geography.
2. Products, Exports and Imports, (With a class)
3. Soils: Their Formation, Composition, and Physical Properties.
4. Grammar: (Five addresses)
5. Transportation.

Evening Lecture.

S. K. Davidson, Normal School, London:
1. Representation, Black and White.
2. Representation, Colours.
3. Pictorial Perspective.

Evening Lecture.

S. Pickles, Normal School, London:
Methods in Elementary Manual Training (Three Addresses)

Evening Lecture.

A. C. Casselman, Normal School, North Bay:
1. Home Geography.
2. Climate.
3. History.
4. Adaptation in Animal and Plant Life.
5. Physics in the Public School.
Evening Lecture.

J. B. McDougall, B.A., Normal School, North Bay:
1. Literature for Senior Classes—A Natural Method.
2. Literature for Primary Classes—A Practical Study.
3. Memorization—Its Place and Method.
4. Literature for Senior Classes—A Natural Method.

J. C. Norris, M.A., Normal School, North Bay:
1. Unit of Measurement.
2. The Essentials in Public School Arithmetic.
3. Advanced Commercial Arithmetic.
4. Practical Geometry for Public Schools.
5. Learning by Doing.

J. E. Chambers, Normal School, North Bay:
1. The Value of Manual Training and its relation to the other subjects on the School Programme.
2. A Course in Manual Training for Junior Classes.
3. A Course in Manual Training for Senior Classes.

C. Ramsay, Normal School, North Bay:
1. Primary Art.
2. Elementary Design.

J. F. White, LL.D., Normal School, Ottawa:
1. The Reading Process.
2. The Beginnings of Reading.
3. Reading in the Senior Grades.
Evening Lecture.

J. W. Gibson, M.A., Normal School, Ottawa:
1. Nature Study and Primary Geography.
2. Physiology as a phase of Nature Study.
3. School Gardening as a basis of Nature Study.

W. J. Karr, B.A., B.Pæd., Normal School, Ottawa:
1. Literature in Junior Classes.
2. Lesson Procedure in Literature.
3. Illustrative Lessons in Literature.

E. T. Slemon, B.A., Normal School, Ottawa:
1. Use of the Concrete in teaching Arithmetic.
2. Use of the Semi-concrete in teaching Arithmetic.
3. A Course in Elementary Mensuration.

Roy F. Fleming, Normal School, Ottawa:
1. The Use of Art in Elementary Schools.
2. The Material Needs of Art in Schools.
3. Some Special Problems in Art Work.
4. Colour and its application in Art Work.

T. A. Brown, Normal School, Ottawa:
Music in the Public Schools: (Two addresses with Practical Work with the Members of the Institute as a class.)

D. Walker, B.A., Normal School, Peterborough:
1. General Discussion of Place, Method, and Material in teaching Arithmetic.
2. Treatment of some of the Elementary Processes of Arithmetic for Primary Grades.
3. Percentage and Commercial Arithmetic for Senior Grades.
4. Results which the pupil has a right to expect from the School.
Evening Lecture.

W. I. Chisholm, B.A., Normal School, Peterborough:
1. Nature Study Methods.
2. Use and Abuse of Nature Books.
3. Time-tables for Rural Schools.
Evening Lecture.

S. J. Keyes, B.A., B.Pæd., Normal School, Peterborough:
1. Primary Reading.
2. School-room Routine.
3. Jean Mitchell's School.
Evening Lecture.

H. G. Park, B.A., D.Pæd., Normal School, Peterborough:
1. The purposes served by the teaching of Grammar.
2. Some typical difficulties in teaching Grammar practically illustrated.
3. The place of Language in Education.
Evening Lecture.

A. F. Hagerman, Normal School, Peterborough:
1. Typical examples of Constructive Work. Suitable for Forms I and II. (Practical.)
2. A Problem of Construction in Forms III or IV. (Practical.)
3. The Educational Meaning of the Manual Arts.

Miss Jessie C. McRae, Normal School, Peterborough:
1. The Value of Art in Public Schools.
2. Elementary Art.
3. Practical Design in Public Schools.
4. The Use of Pictures in the Class-room.
Evening Lecture.

S. Silcox, B.A., D.Pæd., Normal School, Stratford:
1. Training Pupils to think.
2. The Teacher who thinks.
3. Grammar in relation to Thought and Language.
4. Memory—How to Train and what to Memorize. (Two addresses.)
5. Testing Pupils' Mentality. Binet's Scale *vs.* Written Examination.
Evening Lecture.

J. W. Emery, B.A., Normal School, Stratford:
1. Nature Study in the Public School.
2. Out-door work in Geography.
3. Physical Experiments in the Public School.
4. Illustrative material for the Hygiene lessons.
5. Hidden beauty in Plants and Animals.

Evening Lecture.

J. M. McCutcheon, B.A., Normal School, Stratford:
1. The Reading Problem in the Public Schools.
2. The Pedagogy of Reading.
3. The relation of Reading to Literature.
4. Literature in the Junior Grades.
5. Oral Composition.

H. S. Robertson, M.A., Normal School, Stratford:
1. Recent Tendencies in Method in Elementary Arithmetic.
2. Efficiency in Arithmetic.
3. Arithmetical Technique.

Evening Lecture.

Mrs. Helen Mayberry, Normal School, Stratford:
1. The Teaching of Art in relation to Expression.
2. Freehand Drawing from Models, and how to teach it.
3. On the use of Water-colours.

Wm. Scott, B.A., Normal School, Toronto:
1. School Management.
2. Indirect Teaching.
3. Essential Factors of a Good School.
4. What Nature can do for the Teacher.

Evening Lecture.

D. D. Moshier, B.A., B.Pæd., Normal School, Toronto.
1. Literature.
2. Reading.
3. Some General Principles and their Application.

Evening Lecture.

Wm. Prendergast, B.A., Normal School, Toronto:
1. An address on Arithmetic.
2. An address on History.
3. Principles of Style in Composition.

Evening Lecture.

David White, B.A., Toronto Normal School:
1. Nature Study, its aim and method.
2. The relation of Nature Study to other School Subjects.
3. A lesson in Nature Study.
4. Modern Methods in Geography.
5. Type lessons in Primary Geography.
6. Hygiene for the School-room.

Miss Nina A. Ewing, Toronto Normal School:

1. The place and scope of Household Science in the School curriculum.
2. The correlation of Household Science with the other subjects of the School curriculum.
3. Phases of Household Science possible in the unequipped school-room.

Miss Auta Powell, Toronto Normal School:

1. Why, how, and when to teach Art in the Public Schools.
2. The handling of different Mediums.
3. Design.

James H. Wilkinson, Toronto Normal School:

1. Modelling in Clay. (Three addresses)
2. Modelling in Plasticine. (One address)
3. Paper and Cardboard construction. (Five addresses)
4. Construction work in Raffia and other fibre. (Three addresses)
5. Theoretical addresses on Manual-Training. (Two addresses)

June, 1913.

REPORT OF A SPECIAL COMMITTEE ON THE KINDERGARTEN REGULATIONS AND COURSES OF STUDY

Prefatory Note

In the latter part of 1912 the Minister of Education decided that, in conformity with the general policy of the Department to revise the Courses of Study for the training of teachers, the Kindergarten Course should, if necessary, be modified to meet changed conditions. The need of some action in this matter was emphasized by the fact that the number of Kindergarten teachers-in-training is rapidly falling off and that in the near future the supply will not be equal to the demand.

In order that the whole problem might be thoroughly discussed, the Minister appointed, last November, a Committee consisting of the following members:

Dr. H. T. J. Coleman, Chairman, Associate Professor of Education in the University of Toronto;
Miss Eliza Bolton, Kindergarten Directress, Ottawa Normal School;
Miss L. N. Currie, Supervisor of Kindergartens, Toronto Public Schools;
Miss Mary E. MacIntyre, Kindergarten Directress, Toronto Normal School;
Dr. S. A. Morgan, Principal of Hamilton Normal School;
Dr. J. H. Putman, Inspector of Public Schools, Ottawa.

To assist this committee in arriving at a basis of action the Minister suggested the following nine points for consideration:

1. The practicability of reducing the preparatory course for teachers to one year.
2. The qualifications for admission to the teachers' course.
3. A suitable course for teachers, including the practicability of introducing the most useful parts of the Montessori system.
4. A suitable course for pupils, a closer relation being arranged between the Kindergarten and the subsequent Public School courses.

5. The best age for the admission of pupils.
6. The length of each daily session and the complete utilization of the teachers' services.
7. Legislative aid.
8. The desirability of a special Inspector.
9. The means of securing a competent knowledge of the course on the part of the Public School Inspector.

After holding three meetings, each extending over two or more sessions, the Committee has submitted the following Report, which the Minister now publishes for the information and consideration of those interested in the work of the Kindergarten. This Report it will, of course, be understood contains merely the recommendations of the Committee. The Kindergarten Regulations and Courses of Study will not be completed until after the Report has been thoroughly discussed. Any communications addressed to the Minister on the subject before June 30th, will be duly considered.

RECOMMENDATIONS

1, 2, 3. Length of Training Course and Standard of Admission

It is recommended:

That the standard for admission to a Kindergarten-Primary Course at the Normal Schools be Normal Entrance; that there be one year's training; that graduates be given certificates qualifying the holders as assistants only; and that these certificates become permanent and qualify the holders to become Kindergarten Directors and Primary teachers after two years' successful practical work as certified by a competent Departmental Officer.

The Committee is of the opinion that the granting of a Kindergarten-Primary certificate will tend to bring about a closer correlation between Kindergarten and Primary classes and that a Kindergarten-Primary will qualify the holder to teach Form I classes in any Public School. There will be, under this plan, an increased number of Normal School students who will prepare themselves for Kindergarten work.

As a considerable portion of the proposed training for a Kindergarten-Primary teacher will be parallel and largely identical with the training given regular Normal School students, the Committee recommends that any holder of a permanent Kindergarten-Primary certificate be granted a permanent Second Class teacher's certificate on passing the final Normal School examinations in those subjects not covered by her previous examinations, and after satisfying the Normal School staff of her competency as a teacher of Forms II, III, and IV.

The Committee was, however, unable to give a unanimous vote on the advisability of admitting a Kindergarten student to a Normal School without a year of preliminary observation and practice in a Kindergarten.

It was not thought that the Montessori System as a whole offered any advance for Canadian children on our present Kindergarten system; but it was decided that the theory and practice of the Method should be a subject of study in Normal Schools.*

*Early in the year a set of the Montessori apparatus was sent by the Minister to each of the Provincial Normal Schools for the purpose of experimentation, and the Principal was instructed to report before the close of the current half year as to the advisability of introducing the Montessori Method, in any form, into elementary courses. When these reports are received, the question of its relation to the Kindergarten will be more fully considered.

5. Age of children admitted to Kindergartens

It is recommended:

(*a*) That the general age for admission where there is a one-year's course should be five years. This would mean that pupils would enter the Kindergarten at five to five and one-half years and finish at six to six and one-half years.

(*b*) That in certain districts in towns and cities where the home environment is not good it would be highly desirable to have a preliminary Kindergarten course for children from four to five years of age. Such classes, if established, might be largely along the lines of a Montessori school. They should extend over the whole school-day, with a mid-day lunch provided by the school authorities.

(*c*) That wherever possible, there be established Kindergarten, primary, or transition classes which would take, at the age of six or six and one-half years, pupils who have completed the regular Kindergarten year. In this transition class the pupils' school time should be equally divided between hand occupations and the elements of reading, writing, and number work. Every occupation and every lesson given should be used as a basis for other lessons in oral language.

The Committee is of the opinion that the Public School Course above this transition class ought to be completed in six years, or seven at the most.

No attempt has been made to outline courses (*b*) and (*c*) suggested above. Where such classes as are suggested in (*b*) are established the courses would necessarily have to suit local conditions, and local authorities would naturally consult with the Department of Education.

Where Kindergarten-Primary classes are established, they will do partly the regular advanced Kindergarten work and partly the work of a regular Primary class.

6. The use of the Kindergarten Teachers' services for the whole school-day

The Committee considers that an arrangement under which the Kindergarten teachers' services are required during the whole school-day is both desirable and practicable. It is, in its opinion, important that Kindergarten teachers be placed on an equality with other teachers as regards salary. This can never be done unless the hours of service are the same.

The Committee suggests the following afternoon work for Kindergarten teachers:

(*a*) Assisting Primary teachers with constructive work—clay, raffia, cardboard, etc.

(*b*) Assisting other teachers with sewing and art work.

(*c*) Supervising school gardens.

(*d*) Visiting homes of parents.

(*e*) Preparing Kindergarten material for morning classes.

7. Legislative Aid

It is recommended:

That in order to encourage the opening of Kindergartens where they are not yet established, the Government give special aid for equipment and maintenance for a period of three years from the date of the opening of any new Kindergarten class, as follows:

(*a*) Three annual grants, each to be 20 per cent. of the total value of Kindergarten equipment.

(*b*) Fifty per cent. of the teachers' salaries for a period of three years from the establishing of Kindergarten classes in villages, towns, or cities where no Kindergarten classes are now in operation.

(*c*) After the three-year period has expired, grants to Kindergarten on the same basis as to regular Public School classes—Kindergarten certificates to rank as Second Class certificates in estimating grants.

8. Desirability of a Special Inspector

In the opinion of some members of the Committee, one serious weakness in our present Kindergarten system is its lack of correlation with the regular school. To relieve the Public School Inspector of responsibility for the Kindergarten would tend to widen still further the breach between it and the grade classes. The Committee, therefore, feels that there should not be special inspection of Kindergartens any more than there should be special inspection of First or Second Book classes.

The Committee is unanimous in thinking that there should be a Departmental Officer with a special knowledge of Kindergarten work, whose duties would be as follows:

(*a*) To consult with local inspectors and Kindergarten authorities and report to the Department on the Kindergartners who are serving their term of apprenticeship.
(*b*) To visit Teachers' Institutes for the purpose of developing interest in Kindergarten work.
(*c*) To assist local authorities in organizing new Kindergartens.

The Committee recommends that this new officer be called a Provincial Kindergarten Director.

9. How to give Public School Inspectors a competent knowledge of Kindergarten Work

The Committee suggests the following:
(*a*) Bulletins issued by the Department on Kindergarten work.
(*b*) Conferences between Inspectors and the Provincial Kindergarten Director.
(*c*) Additional emphasis upon Kindergarten work in the examination for Inspectors' licenses.
(*d*) Conferences, arranged by the Department, lasting two or three days at a time, for groups of Inspectors at the Normal School or Schools where Kindergarten teachers are trained.

RECOMMENDED KINDERGARTEN-PRIMARY COURSE FOR TEACHERS

REQUIREMENTS:

1, Science of Education; 2, History of Education; 3, School Management; 4, Art; 5, Music; 6, Constructive Work; 7, Physical Training; 8, Nature Study; 9, Physiology and Hygiene; 10, Manners; 11, Primary Schools; 12 Kindergarten Principles and Practice; 13, Kindergarten Observation and Practice-teaching; 14, Primary Observation and Practice-teaching.

The number of lessons a week in this Course shall be as nearly as practicable as follows: Science of Education, 2; History of Education, 1; School Management, 2; Art, 2; Music, 2; Constructive Work, 3; Physical Training, 1; Physiology and Hygiene, 1; Primary Methods, 2; Kindergarten Principles and Practice, 6; Kindergarten Observation and Practice-teaching, 8; Primary Observation and Practice-teaching, 2.

One period a week is to be given to the Literary Society and one to Religious Instruction. A short course of five lectures in Manners is to be provided at the beginning of the session.

The Minimum number of Practice-teaching lessons to be taught in the primary grade by each student taking the Course shall be fifteen, and the minimum number of Observation lessons shall be thirty.

In the subjects of Science of Education, History of Education, School Management, Art, Music, Constructive Work, Physical Training, Nature Study, Physiology and Hygiene, and Manners, the Courses shall be the same as for students taking the regular Normal School Course.

Principles and Practice of the Kindergarten

KINDERGARTEN PRINCIPLES

The Course includes the following topics: Relation of the Kindergarten to education in general; Froebelian principles; application of these in the Kindergarten; educational significance of Froebelian Gifts and Occupations; organization and equipment of the Kindergarten.

KINDERGARTEN PRACTICE

Gifts

This Course shall include the following: A knowledge of the Gifts; their general objects as well as their specialties; how they are graded and why; their connection with other branches of Kindergarten work.

First Gift

Not fewer than six typical songs that may be used in connection with the different classes of exercises suggested above, to be submitted in the Gift Book.

Second Gift

Not fewer than eight typical songs that may be used in connection with the different classes of exercises suggested above, to be submitted in the Gift Book.

Third Gift

Four original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty; not fewer than six forms in each sequence.

Fourth Gift

Three original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Building problems for estimating dimensions, not fewer than four problems.

Exercises illustrating balance, surface representation.

Fifth Gift

A list of original forms of life, not fewer than eight; three sequences of beauty and of knowledge; development of square and of triangular prisms.

Suggestions for different kinds of numerical exercises that can be given with the Fifth Gift.

Sixth Gift

A list of original forms of life, not fewer than six forms; two original sequences in forms of beauty, not fewer than three changes in each sequence; building problems, not fewer than six problems in the list.

Outlines of all exercises and sequences in the practical work with the Building Gifts to be placed in the Gift Book.

Seventh Gift (Tablets)

Derivation; definition; position of one tablet; relative position of two tablets to each other; mathematical figures that may be produced by combining two tablets; mathematical figures produced by combining three tablets; five life forms with two tablets; five life forms with four tablets; five life forms with eight tablets; two life forms with sixteen tablets.

All forms to be drawn in the Gift Book. Each point in the development to be illustrated by any one form of tablet.

Decorative forms (symmetrical design): Three designs, emphasizing repetition, as in borders; two sequences; two symmetrical designs; two designs emphasizing "all-over" repeats.

All forms to be drawn in the Gift Book, illustrated by any one form of tablet.

Development of any four geometrical figures to three sizes; define each form; illustrate by any one form of tablet; comparison of geometrical figures formed by a given number of tablets of any one form.

Eighth Gift (Sticks)

Not fewer than three forms must be submitted with each of the following combinations: Combination of sticks into life forms, using four sticks, even lengths; combination of sticks into life forms, using eight sticks, even lengths; life forms with sixteen sticks; life forms, using sticks of any length.

All forms to be drawn in the Gift Book.

Decorative design: Three designs emphasizing repetition as in borders; two designs emphasizing units; two sequences, symmetrical design.

Ninth Gift (Rings)

Relative position of one large and one small ring to each other; exercises in the discovery of the relative position of the different sizes of rings to one another, one ring of each size; relative position of two half-rings to each other; relative position of one half-ring and one whole ring to each other; life forms with five rings, not fewer than three to be drawn; life forms with ten rings, not fewer than three to be drawn; life forms with four half-rings, not fewer than three to be drawn; miscellaneous forms of life with rings, half-rings, and quarter-rings, not fewer than three to be drawn; symmetrical designs, using rings, half-rings, and quarter-rings, not fewer than four forms: two borders; miscellaneous forms, using rings, half-rings, quarter-rings, and sticks of any size, two forms.

II. Occupations

This course shall include a knowledge of the Froebelian Occupations, and their connection with other branches of the work.

1. *Sewing*

Illustrations required in sequence of sewing.

First development: Straight lines; the square, the objective point.

1. Straight lines of one length.
2. Variations in position.

3. Variations in length.
4. Horizontal lines of one length.
5. Horizontal lines, variations in position.
6. Horizontal lines, variations in length.
7. Right angles, repeat the order in numbers 1, 2, and 3 above.
8. Square, repeat the order in numbers 1, 2, and 3 above.

Other forms of development:

Square on the diagonal, oblique lines, first degree, repeating the above order; miscellaneous combinations, the student indicating the combinations used, and repeating to the third point as above.

Sewing Inventions

General Plan: From (*a*) a centre; (*b*) a border; (*c*) an "all over" design.

Forms of Invention: One in vertical lines of all lengths, following the general plan; one in vertical and horizontal lines of all lengths combined, following the general plan in (*a*) and (*b*); one in vertical, horizontal, and slanting lines of all lengths, following the general plan in (*a*), (*b*), and (*c*); a sequence of sewing suitable for children, involving grouping and spacing of lines of even lengths, combinations of lines of different lengths in borders, and in symmetrical design, simple conventional designs in borders and in symmetrical forms.

2. *Weaving*

Two movements in weaving: (*a*) Following the line of the warp to give vertical effects; (*b*) varying from the vertical by a movement right or left on the line of the warp to produce diagonal effects.

First Series: Vertical effects, regular combinations as one and two, three and two, two and four, etc. (6 mats.)

Second Series: Variations from this basis, producing stripe or bar, as two and one and one, three and one and one and one, three and three and one and one, not fewer than six mats in the series.

Third Series: Diagonal effects, using basis of first and second series for these, with possible variations in position, as right to left, left to right, etc., not fewer than six mats in this series.

Miscellaneous Mats: Borders, four mats; "all over" repeats, three mats; units of design, two mats; conventional repeats, two mats.

Complementary, contrasted, dominant, and analogous harmonies should be used with these.

3. *Folding*

Salt-cellar ground form: Salt-cellar, star, king's crown, queen's crown, paper box, satchel; an original sequence of life forms suitable for children four years of age; five or more inventions in life forms in the salt-cellar ground form; eight inventions in forms of beauty from the salt-cellar ground form; double salt-cellar ground form; cap, muff, boots, bobbin, shirt, trousers; inventions in life forms from the double salt-cellar ground form; table-cloth ground form; table-cloth, table handkerchief case, windmill, vase, boat with sail, chicken, double boat, boat with box, loose box, close box, picture frame, mirror, Chinese junk; the table-cloth ground form, an original sequence of life forms suitable for children six years of age, not fewer than six; five sequences of forms of beauty, showing hexagons, trapeziums in two positions, rhomboid, rhomb; original inventions from the table-cloth ground

form, twelve or more; a series of forms from the triangular basis, not fewer than eight.

Encourage the repetition of one form in a mosaic.

4. Cutting

Forms: Right isosceles triangles, the ground form, a logical sequence of not fewer than ten figures; freehand cutting, eight designs in borders (geometric forms, flowers, animals, children), six illustrative designs.

5. Pease Work

Forms: With one stick, a list of objects not fewer than five; simple life forms, using two, three, and four sticks, without inclosure of space; four life forms from each of the quadrilaterals; one or more life forms from each of the triangles; one or more life forms from each prism; one form of beauty from each of the following figures: Square, triangle, pentagon, hexagon, octagon.

6. Modelling

Typical forms, the other forms to be evolved in logical process from the sphere: Sphere, ovoid, cube, cone, cylinder; two forms to be modelled from an object based on each of the above types; three miscellaneous inventions made large, such as a vase, a fruit basket, fruit, an animal; two illustrations of stories.

III. Songs and Games

Songs and Games: This course shall include a study of the general objects of the songs and games from Froebel's standard as indicated in the Mother Play, using the following songs as types: The Taste, Naming the Fingers, The Bird's Nest, The Two Gates, The Little Gardener, The Carpenter, The Light Bird, The Knights, and The Good Child.

IV. Stories

Candidates should be qualified to explain the value of stories, to classify them, and to show by what principles teachers should be guided in their selection of stories.

PRIMARY METHODS

This course shall include a discussion of the significance of the Kindergarten plays, games, and occupations in relation to the primary grades, and of Methods in Primary Reading, Language and Composition, Literature, Writing, Number, and Seat work.

Reading

The course includes the following topics:

The Scope of Reading

Its correlation with other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture.

The processes involved in reading; the relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea.

Forms of Reading

The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Methods in Reading

Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading.

Language and Composition

The course includes the following topics:

Introductory

The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, and grace of expression.

Oral and Written Composition

Their relation; how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition; selection and organization of materials for primary classes; use of stories, etc.

Methods in Oral and Written Composition

Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; written composition in Form I.

Literature

The course includes the following topics:

Introductory

Nature and elements of literature.

Selection of Subject-matter for Literature Lessons

Qualities of literature that appeal to pupils of different ages; basis of selection of material for different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to pupils of lower grades; the correlation of literature with nature study, etc.

Methods in Teaching Literature

Methods of dealing with primary literature; comparison of values of reading and telling.

Writing

The course includes the following topics:

Introductory

The purpose of writing; its correlation with other subjects.

Methods

A brief outline of the different methods of teaching the subject.

Pen-holding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board; dangers of unsupervised writing.

Number

The course includes the following topics:

Introductory

The scope of arithmetic; its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value as training in logic.

Methods in Arithmetic

Analysis and synthesis; induction and deduction,—compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and verifying and interpreting operations performed.

A treatment of the various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in primary work.

PROPOSED KINDERGARTEN COURSES FOR PUPILS

Gifts

First Gift

1. Plays emphasizing activity, as hiding, aiming, tossing, rolling games.
2. Symbolic or Representative Plays from the basis of Analogy:
   (*a*) Action basis: Squirrel, clock, bell, windmill, and other symbolic activities.
   (*b*) Colour basis: Fruit games, flower games, bird games, etc.
3. Plays leading to conscious comparison and recognition of qualities, as: What is Mary's ball like in colour? Mine?
4. Story-reading Plays as : One red ball, two blue balls; or by material or size: One wooden ball, two paper balls, three glass balls.
5. Grouping Plays: Guessing games where colour is taken away or added.

Analogy is not used in these plays in a symbolic way.

Playthings related and to be used in the Kindergarten incidentally: Animals, dolls, tin soldiers, jumping-jacks, etc.

Second Gift

1. Plays emphasizing Discrimination through activities and qualities:
   (*a*) Action Plays: Not Rotary, merely to discover possibilities and differences as: Rolling and sliding games.
   (*b*) Hiding Plays: Intensifying idea of different objects by discovery.

2. Plays emphasizing Imitation and Analogy:
   (*a*) Simple Plays: Using parts of Gift separately, rolling pins, potato-masher, churn, etc.
   (*b*) Collective Plays: Loading fruit barrels, boxes, etc., Squirrel plays, Three Bears, Three Pigs, Cat and Kitten.
3. Recognition of Type Forms and Rotary Plays:
   (*a*) Rotary Plays: Rolling back and forth in box and experimenting freely.
   (*b*) Strings attached to frames of box, and forms suspended alternately and set in motion.
   (*c*) Strings attached to forms and twisting of strings by fingers .

Playthings belonging to the same general class, and to be used in the Kindergarten incidentally, are: Tops, hoops, spinning plates, tin bubbles, jumping-jacks, spools, kaleidoscopes, beads, etc. All nested playthings, nest of cubes, spheres, cones, etc.

Third Gift

1. Play exercises that will balance each other, appealing to and developing the child on every side of his being, as: Experimental, imitative, suggestive, memory, dictated, free invention.
2. Exercises emphasizing transformation (sequence). Problems or puzzles.
3. Sequences to be considered with object or life forms:
   (*a*) Those showing simple relationship, for example, where different forms are represented, but all appear on the table at once.
   (*b*) Those in which all the material is employed in each new step, but which represent only variations of one single idea (frequently size is the element of variation).
   (*c*) Those in which memory plays a more conspicuous part, as the idea which binds the sequence calls out different objects with different names.

Art Side: Decorative Design, borders, symmetrical units, sequences in forms of beauty.

Mathematical Forms: Geometrical forms and arithmetical problems; perceptions of form and number are associated with the life and beauty forms constructed. In the advanced Gifts, more conscious recognition and analyses are made.

Fourth Gift

Plays and exercises following the suggestions for the Third Gift. Salient features to be considered in exercises; namely, variation in dimension, surface approximation, balance, transmitted motion, inclosure of space.

Some forms or series of forms constructed in previous Gifts should be carried over to the new one. This helps to the idea of construction in the Gifts, and serves to bring out more prominently the new features.

Third and Fourth Gifts should be combined preparatory to the use of the Fifth Gift.

Fifth Gift.

General plan as with the Third Gift. The new characteristic, the oblique line, should be in evidence in the exercises from the beginning. In order to effect this, the first plays with the Gift should give opportunity for working with the whole, handling the parts that are difficult to handle, but without confusion in

the handling. In number, the new division into thirds should be recognized, and the pupils led to realize the possibilities of the number three and its multiples. The older pupils should analyse the various prisms, and have varied experiences in discovering problems described according to form and content.

Sixth Gift

1. General plan of procedure as in the previous Gifts so far as material will permit. The exercises to re-establish the experiences in dimension, balance, transmitted motion, and inclosure of space.

2. Picture Making Gifts, including Tablets, Sticks, Rings, and Seeds:

(*a*) Tablets: Play exercises in the recognition of the different forms. Possibilities of combination; pictures of life forms by outline and surface representation; experimental—original, suggested, or directed.

3. Art Side: Development of symmetrical designs in borders, units, "all over" repeats, sequences.

(*a*) Sticks and Rings: This material lends itself to great variety of production in every line, because of the difference of length in sticks and of sizes of rings and half-rings, and pupils should be encouraged to invent freely with the elements. Same general plan to be observed in their use as in Tablets. Emphasis on measurement, form, number, size, to be placed on production.

(*b*) Seeds: Same general purpose and plan as for preceding material. Collections of different kinds to be made and used. Fine seeds, such as lentils, to be used for modelling or in mass. Outlines, pictures of forms, borders, "all over" repeats, units from the coarser seeds.

Occupations

1. Sewing: Outlining of picture cards, developing observation of outline and of colour, sequences, developing power of original combination in borders and symmetrical designs; conventional designs in borders.

2. Art: Exercises in correct use of pencil and brush; recognition of standard colours, freehand expression with soft pencil, coloured crayons (or water-colours) in illustrative drawing and reproduction of natural forms and common objects.

3. Weaving: For first stages many devices by which the pupil can grasp the principle of over and under, using hands only in the accomplishment of this purpose.

With needle, simple sequences in number combinations; free designing, using large looms in conjunction with other materials; development of choice in harmonious colour combinations.

4. Folding: Sequences of life forms and symmetrical designs, developing manual dexterity and accuracy; much free invention from a typical basis.

5. Cutting: Exercises in use of scissors, by stripping and fringing, combining into simple objects, illustrative picture pasting, simple sequences of Froebelian cutting, freehand cutting.

6. Modelling: Including clay, plasticine, or sand.

Clay or Plasticine.—Exercises in modelling simple objects; recognition of type forms, free expression; simple decorative plaques.

Sand.—Three forms of expression to be used in exercises; hollowing out, building up, surface work as the imprint of a tablet or by lines and drawing.

Occupations such as pease work, bead stringing, tiles, nature materials, and raffia to be used supplementary to the work of the regular Gifts.

Songs and Games

The various groups of songs and games should be adapted to the age and experience of the pupils. To realize this effectually, it is important to work out and adopt a system of evolution in relation to each group, recognizing that the first plays should predominantly be physical, requiring simple actions and few words, progressing to those showing advancement in movement and language.

Groups to be considered:

1. Hand and finger plays.
2. Representative games with hands and fingers.
3. Circle games:
   (*a*) Movement plays, the chief object of which is to provide for bodily exercise and development, as up and down games of imitation.
   (*b*) Skipping and dancing games.
   (*c*) Games emphasizing order and organization, routine, time, form, position, law. For example, choosing games, about the ring, transformation games, line games, etc.
4. Symbolic and representative games, nature activities, human activities, industrial activities.
5. Stories: Selected according to the age and experience of the pupils. From the Bible; fairy stories; life of nature; stories of other children; fables, historical stories.
6. Nature Study: Awakening of pupils' sympathy and interest in nature through observation of phenomena, throughout the year. Buds, leaves, flowers, fruits, seeds, care of winter plants, garden plots, sun, moon, and stars, domestic and pet animals, common birds, conspicuous insects, excursions.

1913.

CONTINUATION SCHOOLS

Memorandum for Boards and Teachers

[Circular No. 37(1)]

REGULATIONS

Pending the revision of the Continuation School Regulations the attention of the Boards and Teachers of these schools is called in particular to the following Regulations which have been in force since 1909:

Grades of Schools

6. (1) There shall be three grades of Continuation Schools, A, B, and C, as follows:

A Grade A Continuation School shall be one in which at least the time of three teachers is given the work of the Continuation School.

A Grade B, one in which at least the time of two teachers, but less than the time of three, is given.

A Grade C, one in which at least the equivalent of the time of one teacher, but less than the time of two, is given such work.

Qualifications of Teachers

(2) In a Grade A School the Principal shall hold:

(*a*) A High School Principal's certificate; or

(*b*) A degree in Arts, and a High School Assistant's certificate which after three years' successful experience (at least two of which shall have been High or Continuation School), as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade A Continuation School. Each assistant shall hold either a High School Assistant's or a Provincial First Class certificate.

(3) In a Grade B School the Principal shall hold:

(*a*) A Permanent First Class certificate; or

(*b*) A High School Assistant's or an Interim First Class certificate, which after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade B Continuation School. The Assistant shall hold a Provincial Interim or a Permanent First Class certificate, unless the Principal holds such certificate, in which case the Assistant's certificate may be a High School Assistant's.

(4) In a Grade C School the teacher shall hold:

(*a*) A Permanent First Class certificate; or

(*b*) An Interim First Class certificate which after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade C Continuation School.

Continuation School Organization

(NEW REGULATIONS)

Except on the report of the Continuation School Inspector, and with the approval of the Minister, obtained before any subject is added:

1. No higher courses may be taken up in a Continuation School with only one teacher than those prescribed for the Lower School.

NOTE:—1. The Continuation School Inspectors report that in schools with only one teacher, which take up the work of the Middle School, the interests of the junior classes have very generally been sacrificed; classes which should be taught separately are taught together, and some of the essential subjects of an English education are neglected. It should, however, be borne in mind that in Grade C Schools in which the full time of one teacher and not less than half the time of a second teacher is devoted to the work of the Continuation School, provided such part-time teacher has the qualification necessary for an Assistant in a Continuation School, an additional grant will be made in consideration of the services of such part-time teacher.

2. None of the Upper School Courses may be taken up in a Continuation School with a staff of only two regular teachers; and in the Lower and Middle Schools no other courses may be taken up than the General Course, the Courses for admission to the Normal and Model Schools, and one of the Courses for Junior Matriculation, such Course being one of those including Science in the case of schools where the Course for admission to the Normal Schools is also taken up.

3. The course for Senior Matriculation may not be taken up in a Continuation School with a staff of three regular teachers. The courses in such schools shall be

confined to the General Course, to the courses for admission to the Normal and Model Schools, to the pass Junior Matriculation courses, to not more than one complete part each year of the course for admission to the Faculties of Education, and to Honour Junior Matriculation in not more than one of the departments of Classics, Mathematics, Science, French and German, with, in addition, either or both of English and History.

New High Schools

The attention of the Boards and teachers concerned is called to the following Sections of the Continuation Schools Act passed last Session:

12.—(1) Every Continuation School which has been established under the provisions of Part II of *The Continuation Schools Act,* passed in the ninth year of the reign of His Late Majesty, King Edward the Seventh, chaptered 90, shall on and after the first day of July, 1913, become and be a High School and, except as hereinafter expressly provided, shall be subject to the provisions of *The High Schools Act.*

(2) The trustees of a Continuation School holding office at the time it becomes a High School under the provisions of subsection 1, shall be the trustees of it, until trustees are appointed under the provisions of *The High Schools Act,* and the new Board is organized.

(3) The Principal of a Continuation School at the time it becomes a High School under this section, shall, subject to the approval of the Minister, be qualified to continue to be the Principal of such school until it has a staff of more than two teachers engaged for their whole time.

When appointing new principals, Boards affected by the preceding sections should bear in mind that the academic qualifications of the Principal of a High School shall be at best the degree of B.A.

Agriculture and Horticulture

It has always been intended by the Department that the courses of the Continuation Schools should be specially suited for the rural districts. Accordingly, after reasonable notice and due provision for carrying out the scheme, the Continuation Schools, as well as all two-master High Schools will be required to provide, in addition to any other courses they may undertake, courses in Agriculture and Horticulture under duly qualified teachers of these subjects.

Temporary Certificates

If, after due advertisement, a Board is unable to obtain a legally qualified teacher, a temporary certificate for all or a part of the current school year may be granted by the Minister to a suitable person on the application of the Board.

In the case of substitute teachers without legal qualifications, appointed in an emergency, no engagement for longer than two weeks shall be made without the formal consent of the Minister.

Inspection

Dr. Waugh has been appointed Chief Inspector of Public and Separate Schools.

The present Inspectors of Continuation Schools are: Mr. G. K. Mills, B.A., Mr. J. P. Hoag, B.A.

Their official address is: The Department of Education, Parliament Buildings, Toronto.

August 20, 1913.

MEMORANDUM FOR HIGH SCHOOL AND COLLEGIATE INSTITUTE PRINCIPALS

(Circular No. 28)

In compliance with a petition of the High School Principals and of a Committee representing the College and High School Section of the O.E.A., the High School Regulations have been amended with the object of lightening the courses of study so far as it has been practicable to lighten them, having regard to other considerations of public moment. Owing to unavoidable causes, however, the printing of the amended Regulations has been delayed, and it will be the end of the first week in September before they are ready for distribution. In the meantime the Minister announces that, excepting that book-keeping will be no longer a subject of examination for admission to the professional schools, the most important changes concern the lightening of the courses of study.

The courses of study authorized in 1911 have, it appears, turned out to be more burdensome than was anticipated by the Minister or the Legislative Committee of the High School Principals which was then consulted. In this connection the Minister desires to state that he is at all times not only willing but anxious to advance the interests of education and to better the condition of the teachers, but that he is averse to making changes without due deliberation and a general assurance that such changes are desirable. It is, unfortunately, a fact, of which the Principals are no doubt aware, that the advice tendered him by the teachers and their associations frequently varies from year to year and is manifestly often given without adequate consideration. Moreover, notwithstanding the admitted fact of the present over-pressure, there is good ground for believing that much of this over-pressure has, in many cases, been due to the constitution of the University courses and to causes for which the teachers themselves are directly responsible. So far, accordingly, as concerns the latter, the following suggestions are submitted to the Principals for their consideration:

Suggestions for the Organization

Effective organization depends upon the fulfilment of the following conditions:

(1) The adequacy and competency of the staff.

NOTE.—As the result of competition and local pressure, sometimes too many courses are undertaken for the capabilities of the staff. To give way to this pressure is unjust both to the staff and to the pupils.

(2) The competency of the pupil for the course selected.

NOTE.—If, in particular, the standard of the High School Entrance has not been duly maintained in any locality, the High School must make good the defects of the Public School Course. The result of such a condition will, of course, congest the time-table of the school and lead to over-pressure in the case of both staffs and pupils.

(3) The adequacy of the Principal's supervision of the lesson-assignments by the teachers.

NOTE.—It is most important that this subject should be discussed at meetings of the staff, and no member thereof should be permitted to exact more than a due proportion of attention to his subjects, and the home work should be regulated. The Principal has no more important duty than this matter of supervision.

(4) The due limitation of the daily allotment of the lessons to each pupil.

To secure this last condition not all the subjects should be taken up concurrently or with equal intensity throughout the year.

As provided by Regulation, the principal is wholly responsible for the organization. In order, however, to show how the condition (4) may be effectively provided in the Lower School, where, under former Regulations, the pressure was chiefly felt, the following allotment of time for the different subjects is submitted for his consideration. Except in the case of Physical Culture, the scheme contemplates lessons of thirty-five minutes duration. It will often, of course, be impracticable to adopt the scheme as a whole, but it may be reasonably modified to suit varying conditions. When the number in a class is small, less time, of course, should be provided. Moreover, the principle on which it is based is pedagogically sound, and, as has been shown by the operation of similar schemes in other countries, it will give satisfactory results both from the educational and from the examination point of view.

Weekly Provision in Hours and Minutes for the Subjects of the Lower School

FIRST YEAR

Subject	First Term	Second Term	Third Term
READING	1.00	1.00	1.00
PHYSICAL CULTURE	1.30	1.30	1.30
ELEMENTARY SCIENCE	2.20	2.20	2.20
ENGLISH:			
Grammar	1.45		
Composition } *Literature*	1.45	3.30	3.30
GEOGRAPHY AND HISTORY	2.55	2.55	2.55
MATHEMATICS:			
Arithmetic	2.55	2.20	2.20
Algebra	1.10	1.45	1.45
ART	1.45	1.45	1.45
LANGUAGES:			
Latin	2.20	2.20	2.20
French or German	...	1.45	1.45

SECOND YEAR

Subject	First Term	Second Term	Third Term
ELEMENTARY SCIENCE	2.20	2.20	2.20
PHYSICAL CULTURE	1.30	1.30	1.30
MATHEMATICS:			
Arithmetic	...	2.55	2.55
Algebra } *Geometry*	5.50	2.55	2.55
ENGLISH:			
Grammar	1.10	2.20	2.20
Composition } *Literature*	3.30	2.20	2.20
GEOGRAPHY AND HISTORY	2.55	2.55	2.55
LANGUAGES:			
Latin	2.55	2.55	2.55
French, German, Greek	4.05	4.05	4.05
ART	1.10	1.10	1.10

NOTES:—(1) As far as practicable, the subjects of each of the English, Mathematical, and History and Geography Groups should be taken by the same teacher.

(2) In English Literature too much time has hitherto been given to the minute study of the texts. A larger proportion should be given hereafter to the Supplementary Reading. For some weeks at a time the minute study might be intermitted and some of the time thus set free devoted to the important subject of English Composition, in the teaching of which the Supplementary Reading might be utilized, and many compositions might be written in the class under the supervision of the teacher.

(3) The Geography and History should each be taken for about four months in each year, the Geography preceding, and the last month of the Third Term in each year being devoted to a review of both.

When necessary, the Science Master should collaborate with the teacher of Physical Geography, unless he himself teaches that subject.

(4) When selected, either French or German should be begun in the first year, the second language, when also selected, being taken in the second year. For the first term the course in French and German should be wholly oral. For Greek, if selected, there should be furnished part of the time for the modern languages.

(5) The time for Art in the second year is reduced. By then, the pupils should be able to carry on a good deal of the work without the immediate supervision of the teacher.

(6) When Book-keeping, Manual Training, Household Science, or Agriculture and Horticulture is taken up, these subjects might be provided as additions to the regular courses, or they might replace one or more of the optional subjects of the regular courses, according to the demands of his regular course upon the pupil's time.

August, 1913.

REGULATIONS AND COURSES OF STUDY OF THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES

Extracts from the Schools Acts

Amended and Consolidated

NOTE.—*In the following Regulations, Department means the Department of Education; Minister, the Minister of Education; and Regulations, the Regulations of the Department of Education. Except where otherwise evident, the term High School includes Collegiate Institute, and the term Board includes High School and Collegiate Institute Boards and Boards of Education.*

ESTABLISHMENT OF SCHOOLS

Day High Schools

1. Under the provisions of *The High Schools Act,* a High School may be established by the Minister when it is shown to his satisfaction that the Board has provided:

(1) Adequate and suitable accommodations as prescribed in Regulation 5.

(2) Minimum equipment of the character and value prescribed in Regulation 6 (1).

(3) A staff of legally qualified teachers as prescribed in Regulation 7 (1) (*a*) and (*b*).

Collegiate Institutes

2. Under the provisions of *The High Schools Act,* a Collegiate Institute may be established by the Minister if it is shown to his satisfaction that the Board has provided:

(1) Adequate and suitable accommodations as prescribed in Regulation 5.

(2) Minimum equipment of the character and value prescribed in Regulation 6 (3).

(3) A staff of legally qualified teachers as prescribed in Regulation 7 (2) (*a*) and (*b*).

Approved Schools

3. On the report of a High School Inspector, a High School or Collegiate Institute shall be entitled to the status of an Approved School of the First or the Second Grade, and to the special grant hereinafter provided therefor, according to the degree of the completeness with which it fulfils the following requirements:

ACCOMMODATIONS AND EQUIPMENT

(1) The accommodations, including the provisions for the teaching of Science, shall be both adequate and suitable for the courses taken up.

(2) (*a*) The equipment shall be that prescribed for the class of school and shall be both adequate and suitable for the courses taken up.

(*b*) Adequate equipment for practical work by the pupils in Biology, Physics, and Chemistry is indispensable.

STAFF

(3) The members of the staff shall be legally qualified and competent to teach all the subjects under their charge.

ORGANIZATION AND MANAGEMENT

General.

(4) (*a*) The organization and management of the whole school shall meet the demands of the regulations and the necessities of the situation.

(*b*) In particular, the minimum time apportioned to Reading and Physical Culture shall be that prescribed under Regulation 16.

(*c*) Schools shall not be approved in which any of the Forms or Classes are badly graded or which are so large as to interfere with the efficiency of the teaching.

Science Teaching.

(5) The courses in Biology, Physics, and Chemistry shall be taken up practically throughout by the pupils.

EXHIBITS

(6) (*a*) The pupils' work in Art and their note-books in Science, as prescribed in the courses of study, shall be satisfactory.

(*b*) As far as practicable, the complete exhibits of each pupil for each year in the Art of the Lower and Middle Schools and the Elementary Science of the Lower School should be collected by the Principal at the end of June, and held for the Inspector's examination and rating.

(*c*) All exhibits of the Art and the Elementary Science should indicate, by an intelligible system of dating, when the work was done; and the work submitted for inspection should, as far as practicable, be arranged in the order in which it was accomplished.

(*d*) In the Art and Elementary Science, care should be taken to keep separate the first year work and the second year work of each pupil.

NOTE.—The Science note books should indicate that in the important particulars the work of the course has been taken up. Until the pupil understands how to record his observations, the teacher may find it desirable to have the notes made in the class-room neatly copied out afterwards; but as soon as practicable this should be discontinued, and *the records should be finally made in the class.* Moreover, while reasonable neatness must be insisted on and drawings are essential, time should not be spent in unnecessary elaboration.

PUPILS' WORK

(7) The rest of the work of the pupils shall be of a satisfactory character, as tested by the Inspector's oral and written examinations.

FORFEITURE OF STATUS

(8) Subject to the approval of the Minister, a school shall for any year lose the status of an Approved School, if, on the report of the Inspector, it fails to comply satisfactorily with the requirements herein prescribed therefor.

Night High Schools

4. (1) With the approval of the Minister, Night High Schools may be established by Boards, using the accommodations and equipment of the Day High Schools.

(2) Except for Manual Training or Household Science in the case of those who attend a Day School where these subjects are not taken up and whose admission to the Night School has been approved by the Principal of the Day School, no pupil may attend a Night High School—

(*a*) who has not been duly admitted under the regulations; or

(*b*) who attends a Day Public or High School.

(3) The school year shall consist of two terms, beginning and ending on such dates and with such vacations as the Board may determine.

(4) Night High Schools shall be subject to the same regulations as the Day High Schools with respect to the discipline of the pupils, the duties and qualifications of teachers, and the use of text-books.

(5) The subjects of study shall be of the High School grade and shall be selected from the courses of study for High Schools by the Principal of the Night School, with the concurrence of the Board.

CHARACTER AND GRADING OF ACCOMMODATIONS

5. (1) The plans and the site of every High School hereafter erected or remodelled shall be subject to the approval of the Minister on the report of the High School Inspector.

(2) (*a*) Below are detailed the requirements for the accommodations of High Schools and Collegiate Institutes.

(*b*) The accommodations shall be considered as divided into four grades, according to the character and extent of the school buildings and grounds and their equipment. Where the joint use of any part by the High and Public Schools is permitted under the Regulations, the grading shall be one degree lower than if the schools were wholly separate.

(3) For the details of the accommodations for Manual Training, Household Science, and Agriculture and Horticulture, see the special circulars issued by the Department. These may be obtained on application to the Deputy Minister.

School Grounds.—The school grounds shall not be less than one acre in extent, easily accessible, not exposed to disturbing noises or noxious odours, and shall be exclusively devoted to High School purposes. Grounds of greater extent should be provided where they are available, especially in the case of larger schools. Satisfactory provision for the regulated use of the school grounds shall always be made.

In all grades of schools the playgrounds for the High School pupils shall be separate. The grounds shall be properly levelled and drained, and ornamented with trees, shrubs, and flower beds;; they shall also have separate entrances, recreation grounds, and walks for the sexes. The recreation grounds for the sexes shall be separated by a close board fence, wall or hedge. No trees shall be placed so close to the school building as to check the free passage of air and light. Provision shall be made for keeping the buildings and grounds in good order.

Water Supply.—The water supply shall be pure and adequate. Where there is no other source of water supply, there shall be a well on the school premises (artesian if at all practicable) properly protected against pollution. If a dug well, it shall be thoroughly pumped and cleaned out at the close of each vacation, and at such other times as may be deemed advisable by the inspector. Earthenware or granite-

ware water-tanks with covers are required, and where water on pressure is not available, the pupils should use individual cups. For further particulars see pp. 96-98 of "Plans for Rural School Buildings."

In urban schools where pure water on pressure is available, an adequate number of suitable bubblers of a sanitary character will be necessary for the highest grading, except in cases where there are a sufficient number of taps, the use of which is so thoroughly guarded and supervised that only individual cups are used and that in no case do pupils apply their lips to the taps.

Satisfactory arrangements shall be made for a suitable supply of water in the laboratory.

Grades I and II shall be given only when the water supply is inside the building.

Closets.—The closets for the sexes shall be under separate roofs several feet apart, and properly screened from observation. Each closet shall be properly lighted and ventilated and shall contain a sufficient number of compartments for the attendance, each compartment being provided with a door. The boys' closet shall be built of glazed brick or similar material, or of wood, painted a dark colour and sanded, with the floors of cement or brick, placed at least a foot above the ground. Urinals, of slate or enamelled metal, divided into compartments and properly situated shall be provided for the boys, and separate and locked closets for the teachers. The closets and urinals shall be cleansed and disinfected at suitable intervals. Covered walks shall be laid from the door of the school building to the closets. A wall or a close, high board fence shall be provided between the boys' and the girls' side, from the closet to the school building, and the entrance to the closets shall be properly screened. In the case of a Public and a High School in the same building, the closets for High School pupils shall be wholly separate from the closets for Public School pupils. Where the closets are inside the building the above conditions shall apply *mutatis mutandis.*

School Building.—(*a*) Subject to the instructions in regard to the accommodations as set forth herein and on the report of the High School Inspector, a High School with not more than three teachers may occupy the same building as the Public School; but a Collegiate Institute or a High School with four or more teachers shall occupy a separate building.

(*b*) The school building shall be so situated on the grounds as to enhance its architectural appearance, and the grading shall depend upon the suitability of the site and the architectural appearance of the building.

In every school building there shall be separate entrances for the sexes with vestibules or covered porches, and separate means of egress at the rear to the recreation grounds and closets. For the highest grading, all main exit doors shall have devices causing them to swing outwards on slight pressure from within. Where there are two or more stories, the upper floors shall be sound-proofed with mortar, felt, or other suitable material, and safe and convenient means of exit in the case of fire shall be provided. The school building shall be at least thirty feet distant from the highway. A school bell and a flag-pole should be provided.

Class-Rooms.—The class-rooms should be conveniently arranged, well-proportioned and oblong in shape. A superficial area of 16 square feet and a cubic air space of 250 feet shall be allowed for each pupil. Hardwood is preferable for the floors and stairways. Any wood of such quality and grain as would suit for an oil or varnish finish will suit for the rest of the woodwork. Wood finish, instead of plaster, may also receive the highest grading. If calcimined or papered, the walls

shall be kept free from dust, and renovated when necessary. If painted, they shall be washed down frequently and repainted as often as may be necessary. Where it is difficult to keep the ceilings in repair, metallic sheathing should be used. Suitable colour schemes (the ceilings being of a light tint) should be adopted for the halls and class-rooms. A soft colour—a light greenish or stone gray or a dull blue—suits the class-room walls; while for the halls terra-cotta shades afford a suitable contrast. A class-room should be devoted to the purposes of art instruction. See pamphlet on School Plans for Rural Schools—Colour Schemes for Interiors.

The doors shall swing outwards or either way. At least one waste-paper basket shall be provided for each room, and the floors shall be kept in good order. A closet or a cabinet shall be provided for utensils used in the school work; also a suitable bookcase. Durable scrapers and mats shall be placed at the outside doors. In schools with three or more teachers, at least one separate class-room shall be provided for science teaching; in schools with only two, one of the ordinary class-rooms may be used for this purpose, and in the larger schools the laboratories for Chemistry, Physics, and Biology shall be separate. A movable fanlight shall be placed over each class-room door. The class-rooms should be decorated with good pictures, casts, and vases, and other beautiful ornaments. Grade I shall not be given unless suitable decorations are provided. A reasonable expenditure for this purpose will be expected from year to year. For colour schemes and lists of suitable pictures and other decorations, see *Educational Pamphlets No. 5*: List of Reproductions of Works of Art.

Assembly Halls.—While even the smallest school should have a class-room large enough to accommodate all the pupils in attendance, schools with more than three teachers should be provided with special assembly halls. A well-appointed assembly hall is valuable for the purpose of general instruction and is an essential in the due development of the social phases of school life.

Teachers' Private Rooms.—There shall be at least one room for the private use of the teaching staff, of suitable size and comfortably furnished. Where the teaching staff is large, there shall be several private rooms, one of which shall be assigned for the accommodation of the female teachers and one for the Principal. The furniture shall include a couch for cases of emergencies.

Halls.—The entrances, vestibules, and halls shall be roomy and well lighted, and shall be so placed as to admit of separate entrances for the sexes to the waiting-rooms, cap-rooms, and class-rooms. The halls shall also be properly heated. In buildings of two or more stories there shall be separate stairways for the sexes, easy of access and well guarded. Suitable colour schemes, decorations, and pictures and casts should be provided.

Waiting-Rooms and Cap Rooms.—The waiting-rooms and cap-rooms for the sexes shall be conveniently situated with respect to the class-rooms, and shall be properly heated and ventilated. The waiting-rooms shall be furnished with benches and tables, and the cap-rooms with all necessary appliances for storing umbrellas and for hanging caps or cloaks. Provision shall also be made in the building for storing bicycles. In no case should it be possible for the air from the cap-rooms to circulate in the class-rooms.

Desks.—There shall be a single desk for each pupil in attendance. The desks shall be of suitable size, with movable seats and adjustable lids. In each school room the outer row on each side should consist of adjustable seats and desks, to be adapted to pupils who are below or above the average size. The pupil, when seated, must be able to place his feet fully and easily on the floor. There shall be

a desk and a chair in each class-room for the use of the teacher, and at least one chair for a visitor. A sloping stand for the gazeteer and the large dictionary shall also be provided. The laboratory shall be supplied with suitable tables for experimental work in both Physics and Chemistry. In the larger schools special class-rooms should be provided for teaching Biology and Physics; special desks should also be provided for Commercial and Art work, with separate class-rooms. Grades I and II shall be given only when there are single desks and suitable provision has been made for practical work in Science.

Blackboards.—The blackboards shall be of sufficient extent and of good quality (slate or ground glass preferred), properly placed in regard to light and distance from the floor, and furnished with troughs to hold chalk dust. There shall be a suitable supply of erasers for teachers and pupils, and the troughs and erasers shall be cleaned every day. *Every possible precaution should be taken against dust in the school room.* Grade I shall be given only when the blackboard is slate or ground glass.

Lighting.—The class-rooms shall be lighted from the left of the pupils, the lower edges of the windows being on a level with the heads of the pupils.* The windows of every school building shall be adjusted by weights and pulleys, and shall admit of an adequate diffusion of light throughout the whole class-room. They shall also be provided with blinds of suitable colour (light green or gray or greenish gray). The blinds on the left of the pupils and on windows with a northern exposure should be translucent; other blinds, opaque.

To admit of adequate diffusion of light throughout the whole class-room, the windows shall be numerous (area, 1-6 of the floor space where the exposure is good; otherwise, greater area) and of clear, not ground or painted, glass, with 2 or 4 panes each and running as close to the ceiling, as close together, and as far to the rear of the room as practicable. A strip of prismatic glass a foot wide should be placed at the top of each window, the blind being adjusted at the height of the lower edge of this strip. This provision sometimes increases the lighting effect from 40 to 50 per cent.

There should be two separate sets of blinds for each window. These sectional blinds should be fastened at about 2-5 of the height of the window, the lower one to pull down and the upper one to pull up. Boards will be required to provide such blinds within a reasonable time.

As the blackboards absorb a great deal of light, they should be provided with light-coloured screens that may be drawn down on them when they are not in use. In this way on dull days the light may be greatly increased at the desks farthest from the windows.

To prevent reflection from the blackboards, the windows should begin about five feet from the front wall of the class-room. Grade I is given only when the lighting is from the left and satisfactory.

Heating.—The temperature of the class-rooms, halls, waiting-rooms, cap-rooms and teachers' private rooms shall be not less than sixty-five degrees. A

*Light from above is best; but light from the left is the best available, for it throws any shadow off the pupil's book, etc. When, as directed above, the windows are run up to about half a foot from the ceiling, a good deal of the light on the left comes from above. To secure as much of this light as possible the tops of the windows should be square rather than curved. Light from the rear is objectionable, because it is in the teacher's eyes. Cross lights are injurious. Where there are already windows in front of the pupils, it is indispensable that they be closed up; such lighting is most injurious to the eyes.

thermometer shall be provided for each class-room. Where stoves are used they shall be so placed and protected as to prevent discomfort to any pupil.

In the schools of the larger urban centres an effective Plenum system* of heating with automatic regulation of temperature should be provided. Where several small Plenum chambers are used instead of one large chamber, auxiliary steam coils, which are more or less objectionable, may be dispensed with.

Grades I and II shall be given only in the case of schools heated with hot air, steam pipes, or hot-water pipes.

Ventilation.—Due regard shall be paid to the moisture as well as the temperature of the atmosphere, and provision shall be made for an adequate supply of pure air at all times. The foul air shall be removed and the pure air supplied so that there shall be a complete change at least three times an hour. Air *shall not* be taken from the school rooms or from the basement to supply the furnace.

Where storm sashes are used on the outside, they shall contain sliding panels or shall be hinged at the top, to allow of the ingress of pure air; or they may be placed on the inside and also hinged at the top. It answers equally well to have double panes of glass about one-half inch apart in the same sash. A draft-chamber or other suitable special means of ventilation shall be provided for the laboratory.

An adequate supply of pure air is indispensable. The average pupil consumes 18 cubic feet of pure air per hour. The impure air expelled vitiates 100 times its volume of pure air. A proper system of ventilation will, accordingly, supply an area of 2,500 cubic feet of pure air per pupil per hour at the standard temperature and humidity of the air of the class-room. Such a supply of pure air can be secured in large schools only when propelled into the class-rooms by means of fans. A satisfactory fan system, such as the Plenum system, will be required for the highest grading in schools in the large urban centres. In this system the inlets for the air must not be near the ground nor where street dust and other impurities are liable to be attracted. In locating the inlets, the direction of prevailing winds and draughts must be thoroughly considered.

Gymnasium.—(1) The Gymnasium should either be a part of the main school building or be connected therewith by a covered walk. It shall be adequately heated and ventilated. The most suitable sizes, having regard to the number of pupils, are 80 x 40, or 70 x 35 ft. The windows in the sides of the building should be at least twelve feet from the ground; each window should be about three feet high by six feet long. They should be sufficiently numerous to furnish adequate light and easily adjustable for the purposes of ventilation. One end of the gymnasium should be a dead wall without windows; the other end should contain the doors for entrance and either one large window or several small ones. The floor should be planked and a suitable supply of mattresses provided. The trapeze and flying rings should be in the central portion, suspended from points at least sixteen feet from the ground. The side rings should be suspended from points thirteen to sixteen feet from the ground. The stationary gymnastic apparatus, and the stove, where one is used for heating, and where one is sufficient, should be placed at the end of the building containing the doors and windows. A locker and racks

*In a Plenum system of heating, the air is forced into a chamber by means of a fan, operated by either steam or electricity, through heating coils designed to heat the air to the required temperature, and is forced from the chamber through pipes or ducts to the various apartments, being delivered through gratings placed about seven feet from the floor. Small plenum chambers are simply galvanized iron boxes, in which steam-heating coils are placed with ducts leading therefrom to the various rooms. An exhaust system of ventilation operated by an exhaust fan, electrically driven, should be used in conjunction with the Plenum system, to secure proper ventilation.

and stands should be provided for the movable appliances when not used by the class. Private rooms should be provided where the pupils may make any desirable change in their dress; also an adequate number of baths. A running track should also be provided. Where the organization renders it necessary, separate gymnasia should be provided for the sexes. If suitably planned, the assembly room may be used in addition for Physical Culture.

(2) A Gymnasium of the minimum value of $1,600 is obligatory in the case of Collegiate Institutes and a Gymnasium is optional in the case of High Schools.

MINIMUM EQUIPMENT

6. For High Schools and Collegiate Institutes the minimum equipment shall be of the following character and value:

(1) Obligatory for High Schools with two or three teachers:	
Library	$300
Scientific Apparatus	300
Biological specimens	50
Maps, charts, globes, etc.	50
Art Models	50
(2) Obligatory for High Schools with four or more teachers:	
Library	$450
Scientific apparatus	450
Biological specimens	75
Maps, charts, globes, etc.	50
Art models	75

NOTE.—Typewriters are optional in High Schools.

(3) Obligatory for Collegiate Institutes:	
Library	$600
Scientific apparatus	600
Biological specimens	100
Maps, charts, globes, etc.	75
Art Models	100
Typewriters	200

ORGANIZATION AND MANAGEMENT

Qualifications of Staffs

7. (1) (*a*) In a High School, the head teacher shall hold a Principal's certificate and there shall be at least one assistant, who shall hold a High School Assistant's certificate.

(*b*) In a High School, for teachers of Art, Physical Culture, and the Commercial Subjects, the minimum qualification shall be an Elementary certificate; of Manual Training and Household Science, an Interim Ordinary certificate; and of Agriculture and Horticulture, an Intermediate certificate.

(2) (*a*) In a Collegiate Institute, the head teacher shall hold a Principal's certificate, and there shall be on the staff at least five teachers, including one Specialist in Classics, one in Mathematics, one in Moderns and History, and one in Science, with members holding Specialists' certificates in Art, Physical Culture, and the Commercial Subjects.

(*b*) In a Collegiate Institute, for teachers of Manual Training, Household Science, and Agriculture and Horticulture, the qualifications shall be Specialists' certificates; but, until Specialists' certificates in Household Science and Agriculture and Horticulture are available, an Ordinary certificate in Household Science and an Intermediate certificate in Agriculture and Horticulture will be accepted.

(*c*) Subject to such necessary modifications as may be approved by the High School Inspector, each specialist shall be at the head of his department and shall take at least the senior classes therein. In the larger schools, where there are more specialists than one in a department, the Principal shall determine the division of the subjects.

NOTE.—Specialists in English and History and in French and German have been provided for the larger schools, thus permitting of a sub-division of the subjects of the department of Moderns and History.

8. (1) Members of the present High School staffs who do not now hold the certificates prescribed in 7 (1) (*b*) above, but whose teaching of the subject concerned was graded I before July, 1913, will be granted certificates in said subjects on application to the Minister, approved by the last visiting Inspector. All other teachers concerned shall qualify themselves for such certificates and Boards shall provide teachers with these qualifications, after reasonable notice by the Minister on the report of the High School Inspector. In the meantime, the Minister will accept, on the report of the High School Inspector, such qualifications as are found to be the highest available.

NOTE.—Courses leading to certificates in Art, Physical Culture, the Commercial subjects, Manual Training, Household Science, and Agriculture and Horticulture are provided by the Department, some being at Summer Schools. The syllabuses of these schools may be obtained on application to the Deputy Minister.

(2) If, after duly advertising and offering an adequate salary, a Board is unable to obtain a legally qualified teacher, a temporary certificate for all or a part of the current school year may be granted by the Minister to a suitable person on the application of the Board.

(3) In the case of substitute teachers without legal qualifications, appointed in an emergency, no engagement for longer than two weeks shall be made without the formal consent of the Minister.

Duties of Staffs

9. (1) In every High School or Collegiate Institute the head teacher shall be called the Principal, and the other teachers Assistants.

(2) The authority of the Principal of the High School shall be supreme in all matters of discipline in his own school.

(3) When the Public and High Schools occupy the same building, the authority of the Principal of the High School shall be supreme in all matters of discipline in those parts of the accommodations which the schools occupy in common.

(4) The Principal shall determine the number of Forms, the number of pupils to be assigned to each Form, and the order in which the subjects in each Form shall be taken up by the pupils.

(5) The Principal shall make such promotions from one Form to another as he may deem expedient; he shall also assign the subjects of the Courses of Study among the Assistants.

(6) Where, under *The High Schools Act,* a Board appoints a Day or Night School Supervising Principal, the provisions of (2), (4) and (5) above shall be subject to such modifications as may be hereafter prescribed.

(7) *Mutatis mutandis* the duties of High School teachers are the same as those prescribed for Public School teachers under *The Public Schools Act.*

Daily Sessions

10. (1) (*a*) Unless otherwise directed by the Board, the pupils attending a Day High School shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon.

(*b*) Such recesses at noon and during the forenoon and afternoon shall be allowed as the Board may approve; but in no case shall the school hours be less than five hours a day, including the recesses in the forenoon and afternoon.

(2) The hours of study in a Night High School shall be fixed by the Board, but shall not exceed two and a half hours each session.

Duties of Pupils

11. (1) A pupil registered in a Day or a Night School shall attend punctually and regularly. He shall be neat and cleanly in his person and habits, diligent in his studies, kind and courteous to his fellow pupils, obedient and respectful to his teacher, and shall submit to such discipline as would be exercised by a kind, firm and judicious parent.

(2) (*a*) A pupil on returning to school after absence shall give the Principal, from the parent or guardian, orally or in writing, as may be required by the Principal, a proper reason for his absence.

(*b*) A pupil may retire from school at any hour with the consent of the Principal, or at the request, either oral or written, of his parent or guardian, provided that, in the opinion of the Principal and the Board, this privilege is not abused.

(*c*) A pupil shall be responsible to the Principal for his conduct on the school premises and on the way to and from school, except when accompanied by his parent or guardian or by some person appointed for this purpose by such parent or guardian.

(*d*) On the report of the Principal and after reasonable notice by the Board, a Board may suspend a pupil whose parent or guardian fails to pay his school fees or to provide him with the text-books or other supplies required in his course of study or to pay the fees imposed for such purpose by the Board, or it may itself provide him with such text-books and other supplies, and may exempt him from the payment of school and other fees.

(*e*) On the report of the Principal, and after reasonable notice by the Board, a Board may suspend a pupil who injures or destroys school property, until the property destroyed or injured is made good by the parent or guardian of such pupil.

NOTE.—*The Public Schools Act* specifies the other offences for which a pupil may be suspended, and the mode of suspension.

(3) No pupil once enrolled shall be admitted to another High School, unless he presents a letter of honourable dismission from the Principal of the School he last attended. In the event of a dispute, the parties thereto shall submit full particulars of the question for final settlement to the Inspector of the school into which the pupil seeks admission.

ORGANIZATION OF THE COURSES OF STUDY

Main School Divisions

12.—(1) The Courses of Study shall be taken up in three main divisions: the Lower School, the Middle School, and the Upper School; each being regularly a two years' course.

(2) The courses shall consist of the General Course, and the following Special Courses: (*a*) the University Courses for pass Senior and pass and honour Junior Matriculation into the University of Toronto, and the Preliminary examinations of the Learned Professions; (*b*) the Departmental Courses for admission to the Model and Normal Schools and the Faculties of Education.

NOTE.—The regulations of the Industrial and Technical Schools and Classes maintained by the High School Boards under *The Industrial Education Act* of 1913 may be obtained on application to the Deputy Minister.

Limitation of Courses

13.—(1) Except on the report of the High School Inspector and with the approval of the Minister, obtained beforehand, none of the Upper School Courses may be taken up in a High School with a staff of only two regular teachers; and in the Lower and Middle Schools not more shall be taken up than the General Course, the courses for admission to the Normal and Model Schools, and one of the courses for Junior Matriculation, this course being one of those including Science in the case of schools where the course for admission to the Normal Schools is also taken up.

NOTE.—It is intended that the High Schools, with staffs of two regular teachers, shall be specially organized for the rural districts. After reasonable notice and due provision for carrying out the scheme, they will be required to provide, in addition, courses in Agriculture and Horticulture, under duly qualified teachers of these subjects.

(2) Except on the report of the High School Inspector and with the approval of the Minister, obtained beforehand, the course for Senior Matriculation may not be taken up in a High School with a staff of three regular teachers. The courses in such schools shall be confined to the General Course, to the courses for admission to the Model and Normal Schools, and pass Junior University Matriculation, and to not more than one complete part each year of the course for admission to the Faculties of Education; and to Honour Matriculation in not more than one of the departments of Classics, Mathematics, Science, French and German, with in addition either or both of English and History.

(3) Special Industrial and Technical courses and courses in Manual Training, Household Science, Agriculture and Horticulture, and Middle School Drawing may be taken up in any school when provision therefor has been made satisfactory to the Minister on the joint report of the High School Inspector and the special Inspector or Director concerned.

14.—(1) In the schools with five or more teachers, the total number on the roll at any one time shall not exceed an average of thirty to each teacher; in schools with fewer than five teachers, a smaller number of pupils may be necessary in order to secure adequate grading; when in doubt, School Boards and Principals should consult the Inspector.

(2) In order to secure progressive organization and economy of effort, the division of a subject among the teachers should, as a general rule, be avoided. When, however, more than one teacher are competent for the work, the evils of

monotony and an excessive burden of class exercises in some subjects may be avoided by reasonable division.

15.—(1) The Lower School courses in Geography, Reading, and Physical Culture, and the Lower and the Middle School courses in English Composition, English Literature, and History shall be obligatory on all pupils. Where necessary, Writing and Spelling shall be added.

(2) The Lower School courses in Arithmetic and English Grammar shall be obligatory on all pupils except University matriculants, on whom only the first year's courses in these subjects shall be obligatory.

(3) Pupils in the General Course shall take in addition:

(*a*) The Art and the Elementary Science of the Lower School; and

(*b*) Such other subjects of the courses as may be agreed upon between the pupil's parent or guardian and the Principal of the school.

16. The following shall be the average minimum amount of time to be devoted to each of the following subjects, separately from the other subjects, in the courses where such subjects are obligatory:

(1) *Reading.*—Two lessons of thirty minutes every week for the first year, the average number of pupils in each class being not more than twenty-five and the time being increased or diminished proportionately when the average in the class is greater or less than twenty-five.

(2) (*a*),—*Physical Culture.*—The course in Drill, Calisthenics, and Gymnastics is obligatory in Collegiate Institutes and in High Schools which have a gymnasium, and shall be taken up an hour and a half every week, in each Form of the Lower School, and an hour every week in each of the Middle and Upper Schools.

(*b*) In High Schools having no gymnasium, Gymnastics may be omitted and Drill and Calisthenics shall be taken up systematically throughout the year, as the weather, the accommodation, and the adequacy of the staff may permit.

(*c*) No pupil shall be exempted from the course in Physical Culture except upon a medical certificate, or on account of evident physical disability, or for other reason satisfactory to the Principal.

(*d*) In all the Forms the sexes shall be separately trained.

(*e*) When the weather permits the Principal may substitute for not more than half the time prescribed above for Physical Culture, suitable sports and games, in which all the members of a class shall take part, and which shall be under the supervision of the members of the staff.

17. Subject to the provisions of the foregoing Regulations the High School Board shall select the courses of study on the report of the Principal; but a course shall not be taken up if, on the report of the High School Inspector, the Minister decides that the staff, the equipment, or the accommodations are inadequate or unsuitable therefor.

Religious Exercises and Instruction

18. (1) (*a*) Every High School shall be opened with the reading of the Scriptures and the Lord's Prayer, and shall be closed with the Lord's Prayer, or the prayers authorized by the Department of Education; but no pupil shall be required to take part in any religious exercises objected to by his parent or guardian.

(b) In schools without suitable waiting-rooms, or other similar accommodation, if the parent or guardian demands the withdrawal of a pupil while the religious exercises are being held, such demand shall be complied with and the reading of the Scriptures shall be deferred in inclement weather until the closing.

To secure the observance of the preceding regulation, the teacher, before commencing a religious exercise, shall allow the necessary interval to elapse, during which the children or wards of those, if any, who have signified their objection may retire.

(*c*) If the parent or guardian directs that his child or ward shall remain in the school room during the religious exercises the teacher shall permit him to do so, provided that he keeps his seat and maintains decorous behaviour during the exercises.

(*d*) If in virtue of his right to be absent from the religious exercises, any pupil does not enter the school room till the close of the time allowed for religious exercises, such absence shall not be treated as an offence against the rules of the school.

(*e*) When a teacher claims to have conscientious scruples in regard to opening or closing school as herein prescribed, he shall notify the Board to that effect in writing; and it shall then be the duty of the Board to make such provision as it may deem expedient for the carrying out of the requirements of (1) (*a*) above.

(2) (*a*) The Scriptures shall be read daily and systematically; the parts to be read may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, or from the list of the Selected Scripture Readings of the International Bible Reading Association, as the Board by resolution may direct.

(*b*) A Board may also order the reading of such parts by both pupils and teachers at the closing of the school, the repeating of the Ten Commandments at least once a week, and the memorization of passages selected by the teacher from the Bible.

(3) (*a*) A clergyman of any denomination shall have the right, and it shall be lawful for the Board to allow him, to give religious instruction to the pupils of his own church, in each school house, at least once a week, after the hour of closing the school in the afternoon.

(*b*) Under the same conditions, a clergyman, selected by the clergymen of any number of denominations, shall also have the right to give religious instruction to the pupils belonging to such denominations.

(*c*) If the clergymen of more than one denomination apply to give religious instruction in the same school house, the Board shall decide on what day of the week the school house shall be at the disposal of the clergyman of each denomination, at the time above stated.

(4) Emblems of a denominational character shall not be exhibited in a High School during regular school hours.

SYLLABUS OF COURSES

19. (1) Subject to any instructions issued from time to time by the Minister, syllabus of the Courses for High Schools and Collegiate Institutes shall be as set forth below.

(2) A subject prescribed for any year or years may be subsequently reviewed.

(3) When the content of a subject differs from that of the corresponding subject for University Matriculation, the Principal shall make the modification necessary for the latter.

Subjects Common to all the Forms

MANNERS AND MORALS.—Throughout the courses the teacher shall incidentally, from current incidents, from lessons in literature, history, etc., and by his own example as well as by precept, give instruction in moral principles and practices and in good manners.

The following outline is suggested:

To oneself: Manliness or womanliness, purity, health, nobility, self-control, self-reliance, generosity, truthfulness, cultivation of moral courage, will power, economy, industry, good taste in dress, etc.

To teachers: Respect, obedience, punctuality, neatness, order, etc.

In the home: Respect for parents, due consideration for brothers and sisters, other relatives, etc.

To the people generally: Honesty, courtesy, charity, toleration, justice, respect for property, consideration for the aged, the infirm, etc.

To our country: Love, courage, honour, obedience to law, etc.

Treatment of the lower animals: Humanity, kindness.

Manners: Proper language and conduct at home, at school, on the street, and in public places, at social gatherings, etc.

PHYSICAL CULTURE.—*The Syllabus of Physical Exercises for Public Elementary Schools,* which the Minister has authorized, and a copy of which has been supplied to each School library, shall form the basis of the course in Physical Culture. The main object of the course is the symmetrical development of the body, securing at the same time strength and grace with correct and prompt obedience to the will. A systematic and well-developed course of exercises in Drill and Calisthenics, both free and with apparatus, and in Gymnastics, when practicable, should be taken up in each of the sub-divisions, Regulation 16 (2). While dependent to some extent upon the accommodations and equipment, the exercises should always be suitable in character and frequency to the age and physical condition of individual pupils. Prevailing defects should be studied and exercises and directions given to correct them. School games and sports should be systematically encouraged.

READING, WRITING, AND SPELLING.—When the course in Form IV of the Public and Separate Schools has been properly completed, special classes in Writing and Spelling should not be necessary, and the course prescribed for Reading in the First Year of the Lower School should be sufficient for the special study of this subject. A further knowledge of Reading may be secured by the prescribed practice in connection with Literature, and of Writing and Spelling by attention to these subjects in all exercises. In Spelling, however, the visual impression made on the pupil's mind in extended reading courses will materially aid his acquisition of a knowledge of the proper form of words. Where found necessary, special provision shall be made for Writing and Spelling.

I. Lower School

READING.—Intelligent and intelligible natural reading; the principles to be learned incidentally.

Exercises in breathing, articulation, and vocalization.

ENGLISH GRAMMAR: *First Year.*—A thorough review of the work of Form IV of the Public Schools with emphasis on the practical applications.

Second Year.—The intensive and more reflective study of the principles of

etymology and syntax, including the logical structure of the sentence and the inflection, formation and classification of words.

An outline of the history of the development of the language.

NOTE.—The use of English grammar in teaching correct oral and written composition, though important, especially when the principles of good English can be intelligently applied, is secondary to the insight it gives into the structure of our thinking and expression.

ENGLISH COMPOSITION.—Oral and written composition; elements of Narration, Description, Exposition and Argumentation.

Letter writing.

Oral and written reproductions or abstracts.

Class debates.

Systematic and careful application of the principles of good English to the correction of mistakes made by the pupils in speaking and writing.

NOTE.—Actual practice in oral and written compositions should largely predominate. The main principles of composition (rhetoric) should be learned from the criticism of the compositions, and systematized as the work proceeds.

ENGLISH LITERATURE.—Intelligent comprehension and oral reading of suitable authors, both prose and poetry.

Systematic oral reading of the texts studied in class.

Supplementary reading provided by the pupils themselves or supplied from the school and the public or other library.

Memorization and recitation of choice selections in prose and poetry prescribed by the Department and of others made by the teacher.

NOTES: 1.—The object of the course in the Lower School is the cultivation of a taste for good literature, not by minute critical study, but by reading at home and in school aloud and silently, with due attention to the meaning, standard authors whose works will quicken the imagination and present a strong element of interest. Such authors should be chiefly narrative, descriptive and dramatic.

2.—In each of the two years of the course, at least four books (prose and poetry) shall be read, in addition to the regular class work. Part of such books should be read at home or during study periods, and reviewed in class with special reference to the more difficult passages. At the beginning of each school year a short list should be made out for each Form, under a few heads, of such suitable works as may be obtained in the school, public, or other library, and each pupil should be required to read during the year at least one under each head in addition to those taken up in class. The work in literature should be systematically correlated with that in oral and written composition.

3.—In English Literature too much time has hitherto been given to the minute study of the texts. A larger proportion should be given hereafter to the Supplementary Reading. For some weeks at a time the minute study might be intermitted and some of the time thus set free devoted to the important subject of English Composition, in the teaching of which the Supplementary Reading might be utilized, and many compositions might be written in the class under the supervision of the teacher.

HISTORY: *First Year.*—A brief outline of Canadian History to 1840 and a more extended outline from 1840 to the present time.

The elements of the civil government of Canada and of Ontario. The duties of citizenship.

Second Year.—A brief sketch of British History to the Tudor period, a brief outline to 1685, and a more detailed outline from 1685 to the present time.

In both years, supplementary reading and biographical sketches of persons famous in British and Canadian History and in Greek and Roman History.

NOTES: 1.—The main purpose of the course is to arouse an interest in historical reading. As soon as practicable, a beginning should be made in appreciating the logical connection of events. Pupils should be trained to use the school, public, and other libraries for reference purposes and for supplementary reading.

2.—The work in history should be systematically correlated with that in oral and written composition, and so much geography should be taken up as will secure intelligent comprehension of the topics dealt with. Basing compositions on historical topics, especially such as will require supplementary reading, is one of the best means of teaching the subject.

3.—The Public School histories of England and Canada may be taken as presenting the outlines of the courses. These text-books should, however, be supplemented as far as time will permit.

4.—*See Educational Pamphlet*, No. 4: VISUAL AIDS TO TEACHING HISTORY.

GEOGRAPHY: *First Year.*—The following countries with regard to their principal resources, industries, and productions; chief centres of population; the condition of the people and their forms of government; and the influence of their geographical conditions on their political, industrial, and commercial development;

(1) The United States, Mexico, Brazil, Argentine Republic, Chili, France, Germany, Russia, Belgium, Holland, Denmark, Austria-Hungary, Italy, Turkey, Egypt, China, Japan.

(2) The United Kingdom: Canada and Ontario and the other important components of the British Empire.

Outline map-drawing in connection with the study of the above countries.

The countries in (1) to be studied in outline; those in (2), in greater detail.

NOTES: 1.—The course in Commercial and Map Geography, even when studied in detail, should not deal with minute particulars; nor should the pupil be required to memorize the exact statistics, even in the case of the most important; as statistics change from time to time, round numbers will be sufficient. With such general knowledge the pupil will have sufficient for the ordinary purposes of life. When he needs special particulars, he may readily find them in books of reference.

2.—Books of travel and other supplementary reading from the school or public library should be supplied; also, when practicable, exhibits of the products characteristic of the countries studied; and pictures of famous places by means of mounted photographs.

Second Year.—Physical Geography, as follows: Changes of the earth's surface; rocks; rivers, valleys, and lakes; weathering, soils and underground waters; wind work; glaciers and their work; plains, mountains, and plateaus; volcanoes and earthquakes.

The atmosphere; winds, storms, and climate.

The earth's magnetism.

The ocean; the meeting of land and sea.

Life on the earth; geological history of Canada.

The earth and the sun; the solar system; other heavenly bodies.

NOTES: 1.—As far as practicable the teaching should be based on experiments, the observations during excursions, and the careful study of charts and maps. During the same excursions both Physical Geography and Elementary Science may be studied.

As far as practicable also contour maps should be used in dealing with the topics of the course.

The following laboratory manual and contour maps will be found useful:

Student's Laboratory Manual of Physical Geography—Brigham. 60c. D. Appleton & Co., New York.

Map of United States, 18 in. by 28 in., with contours, 15c. United States Geological Survey, Washington, D.C.

Topographic Map, Niagara Sheet, N.Y., 10c. United States Geological Survey, Washington, D.C.

Map of part of Cobalt, Miller & Knight. Free. Bureau of Mines, Toronto.

2.—The study of weathering should be preceded by an examination of the chief rocks such as granite, sandstone, limestone, and shale, etc., and the relation between the rocks and soils should be indicated; the disintegrating action of frost, air, and rain on monuments can be well studied on a field trip.

3.—The work of rivers should be illustrated by a study of rills and small streams in the neighbourhood; also by a study on maps of young, mature and old river systems.

4.—Weather forecasting should be studied in connection with weather maps. Specimen copies of such maps may be obtained on application to the Director of the Meteorological Office, Toronto.

5.—The study of the ocean should be based on a careful study by the pupils of maps of the Atlantic and other oceans. A chart of the main currents should be compared with a chart of the prevailing winds, and also with a rainfall chart of the world.

6.—The astronomical work should be based largely on observations of the heavenly bodies and on experiments. The explanation of the phases of the moon should be attempted only after the moon has been observed daily for at least a month as to shape, time of rising, position at sunset, etc. The apparent motion of the stars and the changing relation of the planets to the stars should be observed before the relations of the members of the solar system are discussed and the heliocentric theory propounded.

7.—Glacial action should be taken up in connection with the study of the glacial evidences of the district.

8.—Where practicable and when time will permit the measurement of the dew point and humidity might be found by pupils; the part played by dust in producing the colours of the sky and in assisting condensation might be experimentally demonstrated.

9.—Isothermal and isobaric charts of the world for winter and summer should be carefully studied. The changes during the seasons and the effect of latitude, altitude, winds, mountains, and ocean currents upon the isobars and isotherms should be explained.

10.—Before taking up the natural phenomena of the air, such as clouds, dew, rain, etc., these phenomena should have been carefully observed by the pupils over an extended period; for instance, before discussing dew they should have records for over a month showing on what nights there was dew; whether the nights were cloudy or clear, still or windy; whether preceded by a warm or cold day; the direction of the wind; on what objects dew appears most abundantly, etc.

ARITHMETIC: *First Year.*—The simpler parts of both the theory and the practice of the following course:

Review of principles; measures and multiples; fractions (vulgar and decimal); contracted methods of computation; compound quantities, including the metric system; square root; commercial arithmetic; applications of percentage, including commission, insurance, taxes, interest, discount, stocks, and exchange, including the use of the common business forms; oral arithmetic.

The rectangle, triangle, circle, parallelopiped, prism, cylinder, pyramid, cone, and sphere.

Second Year: More difficult parts of both the theory and the practice of the same course.

NOTES 1.—The processes and problems in the commercial work shall be such as find *direct* application in ordinary life. Accuracy, rapidity and neatness of work shall be kept in view.

2.—The common business forms to be taken up are as follows: Receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts, endorsement and acceptance and consequent liability.

3.—In the prescribed text-book the mensuration is completed before the commercial arithmetic is begun. The teacher should, however, use his own judgment as to the order in which the different parts of the work shall be taken up.

ALGEBRA.—Elementary work; factoring; highest common factor and lowest common multiple; fractions; simple equations of one unknown quantity; square root.

GEOMETRY: *Second Year.*—Definitions; fundamental geometric conceptions and principles; use of simple instruments, compasses, protractor, graded rule, set-square; measurement of lines and angles, and construction of lines and angles of given numerical magnitude; accurate construction of figures.

Some leading propositions in Euclidean plane geometry, reached by induction as the result of the accurate construction of figures; deduction also employed as principles are reached and assured.

The course in Theoretical Geometry begun.

For the details of the course see Appendix A.

NOTES: 1.—Geometry shall not be begun until the second year of the Lower School course.

2.—The introductory course in Practical Geometry should emphasize physical accuracy, exactness in drawing lines of required length, in measuring lines that are drawn, in constructing angles of given magnitude, and in measuring angles that have been constructed. The course in Geometry retains Euclid's common notions, regarding them from modern standpoints.

LATIN AND GREEK.—The Ontario High School Latin Book, including introductory work in the prose authors.

The First Greek Book begun in the second year.

NOTE.—Throughout the courses in Latin and Greek the main objects should be accuracy of knowledge of forms and syntax, accuracy of translation into idiomatic English, and the ability to translate at sight. Attention should also be given to pronunciation and reading aloud, and to the consideration of Latin and Greek words as the roots of English words.

FRENCH AND GERMAN.—The Ontario High School French and German Grammars and Readers, including introductory work in authors.

NOTES: 1.—The work in French should at first be wholly without a text-book, for the training of the ear and tongue; grammar learned incidentally. Names of common objects, states and actions. Memorization of suitable selections from simple poetry. Reading anecdotes, short stories, and easy descriptions, with oral drill on the material read. After three or four months of this course the systematic study of the elementary book should be begun, the work being chiefly oral. German should be begun in the same way the second year, but with greater apportionment of time and more rapid progress. When desirable, owing to local conditions, German may be begun first.

2.—Special importance should be attached to Oral Work. Teachers should improve themselves by attending suitable summer classes and by residence for a time in France and Germany. Boards should assist them, when practicable, by at least allowing them leave of absence for the latter purpose.

ELEMENTARY SCIENCE.—*First Year.*—An elementary practical course in Botany, Zoology, and Physics.

Second Year.—The elementary course in Botany, Zoology and Physics continued, with a similar course in Chemistry.

For the details of the courses see Appendix B.

NOTES: 1.—The objects of the course are to train pupils in correct observation and deduction; to give, in connection with the instruction in geography, a fair knowledge of the world around them to those who will not remain at school more than a few years, and to lay the foundation for the more detailed study of each subject in the case of those who will continue the work into the higher Forms. The spirit of the Nature Study of the Public Schools should be retained, but the teacher should introduce a more systematic treatment of the subject, with such organization of the material as

will lead to simple classification and generalization. The course should be correlated with Geography, Drawing, English Composition, Manual Training, and Household Science.

2.—(*a*) Each pupil should possess a good lens, and be taught how to use it. When desirable, the teacher should use the compound microscope for illustration. Approved methods of collecting and preserving botanical specimens and of keeping live animals suitable for study should be systematically followed. Much of the practical work, especially the observations, will necessarily be done out of doors by the pupils alone, under the direction of the teacher, or by the pupils conducted by the teacher.

(*b*) The courses in Physics and Chemistry shall be, as far as possible, experimental, and the pupils should be encouraged to work at home and to prepare simple apparatus.

3.—When practicable, there should be an aquarium, and every school should have an arboretum and a herbarium. A museum, consisting of specimens illustrative of the courses, should also be established. The pupils should be encouraged to provide specimens from the locality.

4.—No Flora or Fauna is authorized as a text-book for the pupils, but it shall be the duty of the Board to provide in the school library a sufficient supply for the pupils' use. Other works of reference shall also be provided, and the pupils should be encouraged to use them as supplementary reading, never as text-books or as substitutes for original work.

5.—Drawing and systematic written description should be required throughout the courses, dated and preserved in note-books for comparison and inspection, the work being systematically supervised by the teacher. *Notes shall not be dictated by the teacher.*

ART: *First Year.*—Mediums: Crayons, lead pencil, and brush and ink and water colours.

Solving simple geometrical problems.

Drawing simple type solids in outline and in light and shade, singly and in groups.

Freehand perspective as applied to object drawing.

Study of colour: the standard colours, intermediate hues, neutralization of colour, scales of tones.

Drawing and painting: (*a*) natural forms, such as grasses, fruits, flowers leaves, sprays, trees, birds, insects, etc.; (*b*) manufactured objects of simple form, such as boxes, cans, bottles, lanterns, tents, tools, books, furniture, crockery, etc.; (*c*) figure drawing: poses to illustrate ordinary scenes, such as skipping, fishing, playing ball, etc.: (*d*) illustrations (in outline or in silhouette) of school compositions, literature, history or other school work; (*e*) simple landscape, representing phases of the day and the season, with few details, as, for example, clouds, hills, valleys, roads, rivers, trees, houses, boats, piers, or waves.

Pictorial and ornamental design.

Composition and space filling.

Principles of design.

Lettering (freehand and mechanical).

Original designs for calendars, festival cards, book covers, menus, sofa cushions, etc., in neutral tones and in colour, based upon (*a*) geometric forms, (*b*) conventionalized natural forms.

Mounting and exhibiting drawings.

Picture study, including the history and the meaning of the picture.

Second Year.—Mediums: Crayons, *or* charcoal and coloured chalks; lead pencil; and brush and ink and water colours.

Drawing pottery in light and shade, singly and in groups, with background and cast shadows.

The principles of perspective and their application to drawing of objects and interiors.

Colour and its harmonies and tone relations.

Drawing and painting: (*a*) more difficult common objects, (*b*) more complex specimens from nature, (*c*) figures posed in small groups to illustrate ordinary scenes or historical incidents, (*d*) illustrations in neutral tones or in colour of school compositions, literature, history, or other school work, (*e*) landscape subjects.

Drawing from casts (optional).

Ornamental design.

The principles of composition.

The principles of design reviewed and extended.

Memory drawing.

Lettering continued and styles of lettering.

Original designs in neutral tones and in colour, for wall paper, friezes, curtain borders, floor coverings, portfolio covers, initial letters, etc.; designs for stencils.

Mounting and exhibiting drawings.

Picture study continued.

For details of a seasonal course see Appendix C.

For lists of suitable pictures, see Appendix H. A more complete list will be found in Educational Pamphlets No. 5: List of Reproductions of Works of Art.

Notes: 1.—The purpose of the course in Art is primarily cultural. It seeks to lead the student to an appreciation of form, colour, and decorative and harmonious arrangement, having regard also to the useful. It aims to increase the joys and the comforts of life, to develop character, and to awaken the inventive and imaginative faculties of the artist or the industrial activities of the artisan.

The different parts of the courses may be taken up in whatever order the teacher prefers.

2.—A list of indispensable type solids is also given in Appendix H. Care should be taken not to over-emphasize their value in the course. They are useful only in so far as they lead to careful observation in drawing more interesting objects.

3.—In the first year, the principles of perspective should be learned inductively from observation and later the laws should be taken up.

4.—Drawings should be from real objects; pictures may be studied to secure correct methods of rendering, but they should not be copied.

5.—The exercises in pose drawing may be made very interesting by allowing the pupils to take their turn, equipped with the necessary accessories.

6.—Illustration lends itself to correlation with other school subjects. A wide choice of subjects should be allowed. The teachers of Literature, Composition, History, and Elementary Science can give material assistance to the teacher of Art.

7.—In design, the natural forms drawn and conventionalized in the course of the year should be used as motifs.

8.—The best work of each pupil should be mounted on sheets of uniform size and exhibited at convenient intervals. Each piece of work should be kept for inspection, properly labelled on the back with the date and the name of pupil, school, and form.

9.—In selecting pictures for study, regard should be had for the age and stage of advancement of the pupils. At first, pupils should be led to the interpretation of the meaning of the picture by a series of judicious questions; afterwards, questions of technique may be considered in the appreciative criticism of the best pictures of our own and other lands. The school lantern can be made of great service in picture study and in teaching the principles of Art.

Commercial Subjects: *Bookkeeping.*—Double and Single Entry, including the use of journal, cash book, sales book, bill book, ledger, financial statements, closing books, and the necessary business papers.

Note.—The minimum course in Bookkeeping is contained in sets II, III, IV (or V), VI, and XI (Part I) of the authorized text-book, or the equivalent thereof in character and amount.

Writing.—Correct position and movement.
Principles of letter formation.
Formation of a graceful, legible business hand.
Shorthand.—The Theory. Dictation and transcription.
Typewriting.—Copying documents.
Transcription of shorthand notes.
Manifolding, letter-press copying.

Manual Training.—*First Year*: Review of the Public School Course as far as the condition of the pupil's knowledge may necessitate.
Drawing and Woodwork.
Second Year: Drawing and any one of the following:
Woodwork, Wood-turning, Forging, and Machine shop practice.
For details of the courses and equipment see Appendix D and Circular 3.

Notes: 1.—The Forging and the Machine-shop practice, with their associated drawing, which are now sometimes taken as part of the Manual Training course, properly form part of technical and industrial courses but, except where comprehensive technical or industrial courses have been established, these subjects are for the present permitted by the Department as extensions of the Manual Training course.
2.—If the pupil has received two years' manual training, approved by the inspector, Wood-turning may be taken instead of Woodwork.
3.—Except by special permission of the Minister, the courses in Forging may be taken only by those who have had two years in Woodworking, and that in Machine-shop practice only by those who have previously taken Forging.
4.—When the pupil has not taken up, or has taken up partially, the Manual Training of the Public School Course, such parts of the subjects shall be taken up in the High School as the teacher may deem necessary.
5.—The articles made should be kept for the Inspector's examination.

Household Science.—*Sewing.—First Year*: Review and extension of the course in Form IV of the Public Schools as far as the condition of the pupil's knowledge necessitates, using finer materials.
Household linen: Making towels and sheets, hemming table cloths.
Use of the machine.
Underclothes, a simple dress or kimona or shirt waist (machine or hand made).
Second Year: Advanced stitches applied to small garments, hemmed patch, fine mending.
Instruction in the use of patterns.
Taking measurements and drafting patterns.
Cutting out and making simple garments.
Threading, running, oiling, and cleaning of sewing machines. Use of attachments optional.
Cleaning, Cookery, Foods.—First Year: The course, for the Senior Grade of Form IV of the Public Schools, to be reviewed, as far as the knowledge of the class may render it necessary.
The House.—Site, plan, lighting, heating, ventilating, furnishing, and care.
Home-Nursing and Sanitation.—The course of Form IV (Senior), of the Public Schools to be reviewed.
Laundry Work.—Materials required, with the action of each.
Processes in washing, starching and ironing.
Cookery, Foods.—Second Year: More advanced cookery.
Marketing.
Entertaining.
Household accounts.

For details of the courses and equipment see Appendix E and Circular 8.

AGRICULTURE AND HORTICULTURE.—For the details of the two years' seasonal course, see Appendix F.

II. Middle School

ENGLISH COMPOSITION.

The Course of the Lower School in oral and written composition continued and extended.

The study of models of prose-writing systematically taken up towards the close of the course.

Greater attention to the development of literary style.

NOTE.—**The Debating and the Literary Society should supplement the work in this subject.**

ENGLISH LITERATURE.

The intelligent and appreciative study of authors, both prose and poetry, including those prescribed for pass Junior Matriculation into the University of Toronto.

Systematic oral reading of the texts studied in the class.

Supplementary reading provided by the pupils themselves or supplied from the school and the public or other library.

Memorization and recitation of choice selections in prose and poetry prescribed by the Department and of others made by the teacher.

NOTE.—**At this stage the pupils should be able to begin to appreciate literature as such. Besides works of the same character as those taken up in the Lower School, other works of a subjective character may be added. The purpose and the spirit of the author and the merits of his thoughts and style should now be moderately dealt with; his defects should not be emphasized. The chief object is still the cultivation of a taste for good literature, and the authors should be read partly in class and partly at home, both silently and aloud.**

HISTORY.—*British History.* Great Britain and Canada from 1763 to 1885.

Ancient History.—General outlines of the history of Greece to the death of Alexander, and of the history of Rome to the death of Augustus, with a brief outline of the art, literature, philosophy, and social life of the Greeks and the Romans.

The geography relating to the history prescribed.

NOTES: 1.—**The details of the political history are less important than the causes and the consequences of events; the social life, literature, art, etc., of the peoples, and the careers of their great men. The development of political institutions should also receive attention.**

2.—**As in the Lower School, the work in history should be correlated with that in literature and oral and written composition as well as in geography. The great contemporary movements in the history of Europe should be briefly discussed.**

3.—**The pupils should write short essays on historical subjects. Nothing is more valuable in teaching history than this, especially as it should involve wider reading than that provided by the authorized school texts.**

ALGEBRA.—The course in the Lower School reviewed and continued.

Simple equations of two and three unknowns.

Cube root.

Indices, surds.

Quadratics of one and two unknowns; the relation between their roots and co-efficients.

Simple ratio and proportion.

Simple graphs.

GEOMETRY.—The course in the Lower School reviewed.

A selection of the leading propositions in Elementary Synthetic Geometry.

Exercises and deductions on the propositions of the syllabus, the constructions in Practical Geometry being such as naturally spring from the course in Geometry prescribed for the Middle School.

For the details of the course, see Appendix A.

LATIN AND GREEK.—The course in the Lower School in grammar and composition continued.

The special study of the texts prescribed for pass Junior Matriculation into the University of Toronto.

Sight work.

FRENCH AND GERMAN.—The course in the Lower School in grammar and composition continued.

The special study of the texts prescribed for pass Junior Matriculation into the University of Toronto.

Sight work.

PHYSICS.—An experimental course defined as follows, and including simple problems:

Electricity.—Magnetism; laws of magnetic attraction and repulsion; magnetic lines of force; phenomena of induction; inclination and declination of the compass.

Production and detection of electricity.

Electrical conductors and insulators; electroscopes and their construction; electrical conduction through air; radioactivity illustrated by means of uranium and thorium salts.

Electrical conduction in liquids; electrolysis; electroplating and electrotyping.

Voltameters, storage and voltaic cells; simple notions of potential; Ohm's Law; electrical units; galvanometers and voltameters; laws of resistance; divided circuits, experimental determination of current strength, resistance and electromotive force; current induction and its general laws; the transformer, the induction coil, dynamo, telephone, motor, ether waves, Rœntgen rays, and wireless telegraphy.

Heat.—Nature and sources of heat.

Relation between volume and the temperature of a gas (Charles' Law).

Absolute temperature.

Change of state.

Latent heat; specific heat; transmission of heat.

Sound.—Vibrations; Transversal vibrations, illustrated with pendulums, rods, strings, membranes, plates; longitudinal vibrations illustrated with rods. strings and columns of air.

Production, propagation, and detection of sound waves.

Velocity of sound, pitch; standard forks (acoustical C = 512, musical A = 870).

Intervals; harmonic scale; diatonic scale; equally tempered scale.

Vibration of air in organ pipes; nodes and loops in vibrating air columns and in vibrating strings; wave lengths and velocity relations.

Laws of vibration of strings; interference phenomena; beats; resonance; reflection and absorption of sound.

Light.—The ether, the wave theory of light, rectilinear propagation, image through a pin hole, beam, pencil; photometry; shadow and grease spot photometers.

Reflection and scattering of light; laws of reflection, images in plane mirrors, concave and convex mirrors; drawing images.

Refraction, laws and index of refraction.

Total reflection.

Path through a prism.

Lenses; drawing image produced by a lens by use of critical rays.

Simple microscope.

Dispersion and colour.

Spectrum; recomposition of light.

Camera.

CHEMISTRY.—An experimental course defined as follows and including simple quantitative problems:

Physical and chemical changes.

Elements, compounds, mixtures and solutions.

Fundamental chemical laws and principles, as definite proportions, multiple proportions, constancy of mass, equivalence and valency.

Rate of chemical reaction and the conditions that affect it.

Avogadro's hypothesis and its applications.

Ionization in solution.

Properties of acids, bases, and salts.

Types of chemical reactions, as oxidation, reduction, replacement, neutralization of acids and bases, catalytic action. Reactions in solutions.

The following elements and their more important compounds for the purpose of learning their chemical properties and relationships, illustrating the laws and principles of Chemistry, and learning something of the commercial and industrial uses and preparation of materials derived from them:

Hydrogen, Oxygen, Sulphur, Sodium, Potassium, Nitrogen, Chlorine, Bromine, Iodine, Carbon, Calcium.

ART.—The special subjects of the Lower School course reviewed.

Mediums: pencil, charcoal, coloured chalks, crayons, pen and ink, and water colour.

Drawing from the cast.

Drawing and painting landscapes from nature and manufactured and natural objects.

Figure drawing.

Modelling in clay or plasticine.

Ornamental design.

Study and application of Historic Ornament, and styles of Architecture, with suitable lettering.

Designing booklets, book covers, calendars, programmes, book plates, head and tail pieces, initial letters, school announcements, posters, etc.

The study of pictures selected with reference to the Schools of Art.

AGRICULTURE AND HORTICULTURE.—*For details of the course, see Appendix F.*

III. Upper School

ENGLISH COMPOSITION AND RHETORIC.—The Middle School Course continued and extended.

The principles of composition and rhetoric systematically studied.

NOTE.—As in the Middle School, the Debating and Literary Society should supplement the work in this subject.

English Literature.—The intelligent and appreciative study of authors, both prose and poetry, including those prescribed for honour Junior Matriculation into the University of Toronto.

Systematic oral reading of the texts studied in class.

Supplementary reading provided by the pupils themselves or supplied from the school and the public library.

Memorization and recitation of choice selections in prose and poetry prescribed by the Department and of others made by the teacher.

Note.—At this stage the pupil should be able to read literature still more appreciatively; but the chief object continues to be the cultivation of a taste for good literature, and critical study should be subordinated thereto.

Mediæval and Modern History.—Outline of Mediæval History from the Barbarian Invasions to the Discovery of America.

Study of Mediæval History in greater detail from the Discovery of America to the death of Queen Elizabeth, 1492-1603.

Outlines of Modern History from the death of Queen Elizabeth to the Treaty of Paris, 1603-1763.

Study of Modern History in detail, 1763-1885.

The geography relating to the history prescribed.

For the details of the course, see Appendix G.

Note.—The subject should be dealt with as in the Middle School, and here in particular the comparative method should be employed, as far as practicable. It is recommended that, in connection with English Composition, each pupil should select one or more historical topics to which he will devote special attention, utilizing for the purpose the books of reference available in the school, public, and other libraries.

Algebra.—The course of the Middle School reviewed and extended.

Theory of divisors.

Ratio, proportion, and variation.

Progressions.

Scales of notation.

Permutations and combinations.

Binomial theorem.

Interest forms, annuities, and sinking funds.

Geometry.—The Course in Geometry of the Middle School reviewed and continued.

An introductory course in Co-ordinate Geometry of the point, the straight line and the circle.

For the details of the course, see Appendix A.

Trigonometry.—The Trigonometrical ratios with their relations to one another; sines., etc., of the sum and difference of angles, with deduced formulæ.

Use of Logarithms.

Solution of triangles.

Expression for the area of triangles.

Radii of circumscribed, inscribed, and escribed circles.

Latin and Greek.—The course of the Middle School in grammar and composition continued.

The special study of the authors prescribed for honour Junior Matriculation into the University of Toronto.

Sight work.

French and German.—The course of the Middle School in grammar and composition continued.

The special study of the authors prescribed for honour Junior Matriculation into the University of Toronto.

Sight work.

Physics. *Mechanics.*—Measurement of velocity; uniformly accelerated rectilinear motion; momentum; energy, force; metric units of force, work, energy, and power.

Equilibrium of forces acting at a point; triangle, parallelogram, and polygon of forces; parallel forces; principle of moments; centre of gravity; laws of friction; numerical examples.

Properties of matter.—An experimental course illustrating the following topics:

Transmutation of energy; conservation of energy; kinetic theory of matter; heat, a mode of motion; absolute temperature; mechanical equivalent of heat.

Fluid pressure at a point, pressure on a horizontal plane, pressure on an inclined plane, resultant vertical pressure and resultant horizontal pressure, when liquid is under air pressure and when it is not; transmission of pressure; Bramah press; calculations relating to the preceding.

The siphon.

Surface tension phenomena; surface energy illustrated with applications to filtration, dyeing, and agricultural problems.

Flow of fluids—Toricelli's theorem, Bernouilli's theorem; variation of pressure with velocity of flow of liquid, with application to atomizers, Bunsen filter pumps, forced draughts, ball nozzles, and curves of a baseball or golf ball.

Chemistry.—An experimental course defined as follows:

Chemical theory of the Middle School reviewed and continued; chemical equilibrium.

The practical study of the following elements, with their most characteristic compounds, having regard to Mendelejeff's classification of the elements, and some of the most important economic and industrial applications.

Hydrogen, Sodium, Potassium, Magnesium, Zinc, Calcium, Strontium, Barium, Aluminum, Carbon, Silicon, Tin, Lead, Nitrogen, Phosphorus, Arsenic, Antimony, Bismuth, Oxygen, Sulphur, Fluorine, Chlorine, Bromine, Iodine, Iron, Copper.

Mineralogy.—An experimental course defined as follows:—

A review of the course in Geology included in the Lower School second year course in Geography.

General chemical composition of the earth's crust.

Meaning of term mineral; crystaline state of matter; physical character of minerals, hardness, streak, lustre, specific gravity, studied from actual specimens. Meaning of terms, rock, ore.

The rock-forming minerals, Calcite, Quartz, Orthoclase, Plagioclase, Muscovite, Biotite, Hornblende, Pyroxene, Olivene, studied from hand specimens.

Examination of hand specimens of the following rocks:

Igneous—Granite, Syenite, Diorite, Gabbro, Diabase, Basalt.

Aqueous—Sandstone, Conglomerate, Shale, Limestone.

Metamorphic—Marble, Gneiss, Slate, Schists.

Veins—kinds, how formed, how filled.

Determination of the following with the aid of simple mineral tables:

Magnetite, Hematite, Pyrite, Galena, Gypsum, Halite, Graphite, Mispickel, Pyrolusite, Stibnite, Zinc blende, Chalcopyrite. Occurrences of gold, silver, coal.

Chief deposits of economic minerals in Canada.

NOTES: 1.—Many of the minerals in the above list can be found in any well developed gravel pit or stone pile, or the glacial boulders scattered widely over Ontario. Pupils should be required to make excursions in the neighbourhood of the school for the purpose of obtaining them and observing the geological formations.

2.—The determination of the minerals shall be made by observation of their physical properties and by means of the blow-pipe.

BIOLOGY.—*Zoology*: Practical study of the external form of all types, and the dissection or the study of prepared specimens (or models), as specified below. Observational drawings are essential.

An elementary knowledge of the chief functions of the body—nutrition, irritability, motility, excretion, reproduction—and of the mode of life and the life history of the various types.

Study of the principles of classification in any one group, and recognition of the commonest forms in all.

The Frog: Practical study of the external features; skeleton; visceral dissection; central nervous system; action of a typical muscle. Practical study of a cross-section for arrangement of organ systems. Observation of external features of development.

The Fish: Practical study of the external form; chief visceral organs; circulation and respiration; comparison with frog as to organs of locomotion, circulation, and respiration.

The Reptile: Practical study of the external form of a snake and a turtle. Comparison with a lizard.

The Bird: Practical study of the external form, plumage, and skeleton of some common bird. Adaptations to flight. Modification of bill and foot, in so far as they are of value in distinguishing the different chief types.

The Mammal: Practical study of the chief features of the skeleton, the visceral organs, and the chief divisions of the brain of a rabbit or a cat. Major characteristics of mammalian dentition and foot structure, as illustrated by the pig, horse, sheep, rabbit, dog, mole, and bat.

The Worm: Practical study of the external features, and dissection of the earth-worm. Study of cross-section for arrangement of chief organ systems only.

The Arthropod: Practical study of the external form of the crayfish, including segmentation and appendages. Comparison of the external form of the crayfish, grasshopper (or cricket), millipede, and spider.

The Mollusc: Practical study of the external form, and mode of locomotion and respiration, of the fresh-water clam; comparison in these respects with the snail.

The Protozoan: A practical study of the living amœba or paramœcium.

NOTE.—Dissection of at least the Frog and the Earth-worm by the pupil will be required. In other cases, prepared specimens or models may be used. Cross-sections will be studied with the low-power microscope.

BOTANY: General types of the great natural groups of plants; classification.

Morphology: Morphology of seed, root, stem, leaf, flower, and fruit. A study of the cellular structure of the leaf and of the relative arrangement of the more important tissues and tissue-systems of the stem and root (as shown by sections) of bean and maize, or of any other typical dicotyledon and monocotyledon

Physiology: Practical studies of absorption (osmosis), plasmolysis, transpiration, photosynthesis, respiration, irritability, (e.g., heliotropism), growth and movement. An elementary knowledge of the phenomena of fertilization and reproduction.

Ecology: Modifications of organs for special functions. Seed dispersal. Light relations. Pollination and adaptations for cross-pollination. Plant associations, e.g., mesophytes, hydrophytes, xerophytes.

Cryptogams: The practical study of representatives of the chief subdivisions of the cryptogams; spirogyra, chara, a mushroom, a lichen, a liverwort, a moss, a horsetail, a clubmoss, and a fern. Distribution and economic importance of yeasts and bacteria. Microscopic structure of the yeast cell; reproduction by budding. Macroscopic observation of a bacterial colony.

Phanerogams: The practical study of representatives of the seed plants of the locality, including at least one member of each of the following orders:—

Coniferae, Caryophyllaceae, Ranunculaceae, Cruciferae, Rosaceae, Leguminosae, Sapindaceae, Umbelliferae, Ericaceae, Labiatae, Scrophulariacae, Borraginaceae, Compositae, Gramineae (so far as the structure of the flower and stem is concerned), Liliaceae.

NOTE.—As form becomes intelligible only in the light of a knowledge of function and adaptation, it is advisable that the physiological and ecological studies should be taken up in appropriate connection with the morphological. It is also to be emphasized that the making of faithful and neat records of observations is a most important adjunct. In many cases these should be expressed as drawings, but it should be borne in mind that drawing loses much of its value as an educative factor unless there be an insistence on absolute accuracy and the careful naming of all the features represented. Judgment should, therefore, be exercised in requiring no more than can be done well.

Commercial Courses

20. (1) One or more of Bookkeeping and Business Papers, Writing, Shorthand and Typewriting may be taken as subjects in addition to those included in the courses provided under Regulation 12 (2). A Commercial Course, however, consists of subjects which are especially suitable as a preparation for business life; and all or most of them must be taught apart from the subjects of the other courses, either in the same or in a different school.

(2) *Such Commercial courses, whether of one or more years, are, by The Industrial Education Act, now under the control of the Advisory Commercial Committee. Subject to the approval of the Minister and the Board, it has power to prescribe the Commercial courses for its school and to provide for examinations and diplomas.*

(3) As a basis for organizing suitable courses, suggestive Commercial Courses are given below.

(*a*) For admission to any of the Commercial Courses, pupils must have been duly admitted according to the Regulations.

(*b*) The Regulations relating to Religious Exercises and Instruction, Morals and Manners, and Physical Culture, apply also to the Commercial Courses.

(4) *When practicable, an arrangement should be made with business houses for actual practice in business offices by the pupils during part of the Summer holidays. Boards might make such practice a condition of obtaining the Senior Commercial Diploma.*

Details of Commercial Courses

FIRST YEAR

ENGLISH LITERATURE: The course of the Lower School.

READING: The course of the Lower School.

GRAMMAR AND COMPOSITION: The course for the first year of the Lower School.

The arrangement, punctuation, and form of letters of introduction, application, and invitation; advertisements, notices, orders.

The spelling of words in common use, commercial terms, common geographical names, names of noted persons.

HISTORY: The leading events of British and Canadian history (the Public School Histories).

The influence of geographical conditions upon political, commercial, and industrial development.

GEOGRAPHY: the principles and conditions underlying Commercial Geography: Soil and climate and their effect on production; seas, mountains, and rivers and their effect on production, communication, transportation; the distribution of population; agricultural, manufacturing and commercial countries. The application of the principles to the continent of North America.

ARITHMETIC: Review of elementary work.

Percentage and its application to loss and gain, trade discount, commission, stocks, insurance, taxes, duties, interest, and discount.

Elementary mensuration.

A systematic drill on number combinations, with some attention to short cuts and approximate methods.

ALGEBRA: The course of the Lower School.

WRITING: Special attention to position and movement. The formation of a graceful business hand.

BOOKKEEPING AND BUSINESS PAPERS: Simple business forms; receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts, endorsement and consequent liability.

Double and Single Entry, involving the use of Journal, Cash Book, Invoice Book, Sales Book, Bill Book, Ledger.

Financial statements, closing the ledger, changing from Single to Double Entry; *or*

SHORTHAND: A course in Isaac Pitman's Shorthand.

Both or either: (1) Bookkeeping and Business Papers and (2) Shorthand might be taken, with any of the following in addition:

(*a*) Drawing: The course of the Lower School.

(*b*) French or German: Studied with a view to use in reading and in speech.

(*c*) Science: Elementary work, as a basis for the study of commerce.

SECOND YEAR

English Literature: The course of the Lower School continued.

Composition: The course of the First Year continued.

History: Outline of British and Canadian history, with special attention to the period from 1688 to the present.

The elements of the civil government of Britain and Canada, and the duties of citizenship.

Geography: The raw materials, processes of preparation or manufacture of the principal materials of commerce and the products, including foodstuffs, textile fabrics, building material, and material for use in the arts.

Note.—For the proper development of this course, a museum of commercial products and lantern slides or mounted photographs for purposes of further illustration are very desirable.

Arithmetic: The course of the First Year reviewed and extended.

Trade discounts, banking operations, analysis of trading and profit and loss accounts, simple partnership problems, compound interest.

Writing: The course of the First Year continued.

Bookkeeping and Business Law: Use of special columns in books of original entry. Partnership and the sharing of profits by different method. Commission business. Banking transactions: Deposits, withdrawals, discounts, collections. Freight, duty, discount, and bad debts accounts. Division of merchandise and expense accounts into various subordinate accounts. Trading account, profit and loss account, and balance sheet, with percentage calculations.

Shorthand and Typewriting: Speed of 80-100 words a minute.

The touch method; letter writing; addressing envelopes, postcards, and wrappers; legal forms. Transcription of shorthand on the typewriter.

Contracts, negotiable paper, payments, partnership.

Both or either: (1) Bookkeeping and business papers and (2) Shorthand might be taken, with any of the following in addition:

(*a*) Drawing: Mechanical Drawing.

(*b*) French or German: Course of First Year continued.

(*c*) Science: Elementary Chemistry, for later use in the study of material.

THIRD YEAR

English Literature: The course of the Middle School.

Composition: The course of the preceding year continued and extended, with special attention to oral composition and class debates, and systematically correlated with the work in History and Geography.

History: A general outline of commercial and industrial history, with special attention to the development of the last century.

Geography: Distribution of the commodities of commerce. Extractive and manufacturing industries. Markets. Means of communication and transportation.

Economics: A general outline, including the elements of production, land, labour, capital; organization for production of labour, of capital; distribution of the product as wages, interest, profits, rent.

Arithmetic: The course of the previous year extended.

Annuities, sinking funds, partial payments, averaging accounts, analysis of accounts and financial statements. Foreign exchange.

BOOKKEEPING AND ACCOUNTING: Self-balancing ledgers, analysis sheets for expense, and for departments, company accounts, partnership adjustment, manufacturing accounts, cost accounting, good-will, depreciation, reserve. Financial statements. Simple auditing.

BUSINESS LAW: Review of previous year's work. Relation of buyer and seller, shipper and carrier, principal and agent, payments. Bills of Exchange Act. Partnership. Dominion Companies' Act. Ontario Companies' Act.

OPTIONS.—Any one of the following:

(1) Drawing: Design.
(2) French and German, continued.
(3) Science: Chemistry, continued.

FOURTH YEAR

ENGLISH LITERATURE: The course of the previous year extended.

COMPOSITION: The course of the previous year extended.

HISTORY: Some of the leading questions of the day treated historically. Discoveries and inventions. Strikes and Trade Unions. Tariffs and Commercial Treaties. Growth of the British Colonies.

GEOGRAPHY: The economic development of some of the leading industries of Canada treated geographically and historically. Wheat, iron and steel, fruit, dairy produce, etc.

ECONOMICS: Money and the mechanism of exchange. Value, price, supply and demand. Home, import, and export trade. The organization of the means of communication and transportation. Customs and foreign tariffs.

ARITHMETIC: The course of the previous year extended. The use of logarithms and interest tables.

BOOKKEEPING AND ACCOUNTING: Practical problems in accountancy, including the theory and practice of accounts, the analysis of accounts and of financial statements. Accounts of non-trading concerns. Revenue and Expense account. Methods of reducing labour in bookkeeping.

The purpose and method of the audit and the report upon the financial condition of the business.

BANKING AND FINANCE: The banking system of Canada, and the organization of the chartered banks. Comparison of the chartered banks with the National banks of the United States. The Bank of England. The Money Market.

OPTIONS.—Any one of the following:

(1) French or German.
(2) Drawing: Industrial design.
(3) Industrial chemistry.

NOTE.—In the foregoing course Algebra may be continued through the four years, if desired.

Graduation Diplomas

21—(1) High School Graduation Diplomas may be awarded to pupils whose conduct has been satisfactory, and who have completed the prescribed courses, as follows:

(*a*) A Junior Diploma, for a General Course of four years, the course for admission to the Normal Schools, the Junior Matriculation Course for admission to the Universities, or a Commercial Course of at least two years.

(*b*) A Senior Diploma, for admission to the Faculties of Education, a Commercial course of at least three years, or a Junior Matriculation course for admission to the Universities with at least second class honours in any two of Classics, Mathematics, French and German, Science, English and History.

(2) Each Graduation Diploma shall specify the course the candidate has taken.

(3) For the Commercial Diplomas, the examination shall be conducted by the staffs of the schools and any other examiners appointed by the Advisory Commercial Committee.

(4) For the other Diplomas, the Boards may hold their own examinations or may accept as equivalents the University or the Departmental examinations.

(5) All Diplomas shall be signed by the Chairman of the Board of Trustees and the Principal of the School. On the report of the High School Inspectors, the Senior Diplomas may be signed also by the Minister, on application of the Boards concerned.

NOTE.—**The forms for the Graduation Diplomas will be provided by the Minister.**

INSPECTION

(1) (*a*) Every High School Inspector, while officially visiting a school shall have supreme authority in the school, and may direct teachers and pupils in regard to discipline or to any or all of the exercises of the schoolroom.

(*b*) He shall make enquiry and examination, in such manner as he may think proper, into the qualifications and the efficiency of the staff, the adequacy and the suitability of accommodations and equipment of the school, and all matters affecting the progress and the health and comfort of the pupils.

(*c*) He shall report to the Minister of Education, with his recommendations, the result of his enquiry and examination, within ten days after the close thereof, and shall also from time to time report any violation of the Schools Act or the Regulations of the Department of Education in the case of the schools for which he is inspector.

(2) The following schedule prescribes the number of days to be devoted, as far as practicable, by the Inspector to each class of school:

No. of Teachers	No. of Days	No. of Teachers	No. of Days
2	1	7-8	3½
3	1½	9-12	4
4	2	12-15	5
5-6	3		

For a staff of over 15 teachers the number of days shall be at least five and so much more time as shall enable him to report fully upon the condition of the school.

Distribution of Legislative Grants

The following is the scheme for the distribution of the Legislative grants:

GENERAL GRANTS

Day High Schools

22.—(1) A Day High School that complies with the Regulations of the Department shall be entitled to the following grants:

(*a*) A fixed grant of $375 for schools with fewer than four teachers, and of $350 for other High Schools;

(*b*) In respect of equipment, eight per cent. of the total approved expenditure, but so far as not to exceed $98 in the case of High Schools with two teachers, or $134 in the case of High Schools with three or more teachers.

(*c*) In respect of school accommodation, a maximum of $146.40 in the case of High Schools with two teachers and $251.60 in the case of High Schools with three or more teachers; and

(*d*) In respect of salaries, eight per cent. of the approved expenditure over $1,500, but so as not to exceed $600.

Night High Schools

23. Every Night High School that complies with the Regulations of the Department shall be entitled to the following proportion of the total salaries of the staffs:

In cities with populations of 150,000 and over, one-third; in other cities, one half; in towns, two-thirds; and in villages, five-sixths.

Collegiate Institutes

24. A Collegiate Institute that complies with the Regulations shall be entitled to the following grants:

(1) A fixed grant of $350;

(2) A grant in respect of approved equipment of $134.

(3) A grant in respect of approved school accommodation of $292.80; and

(4) Eight per cent. of the approved expenditure on salaries over $1,500, but so as not to exceed $600.

Equipment

25. In apportioning the Legislative grant on equipment, the maximum value recognized for each class of school shall be as follows:

(1) High Schools with two teachers: Library, $450; Scientific Apparatus, $450; Biological Specimens, $75; Maps, Charts, Globes, etc., $75; Art Models, $75; Typewriters, $100.

(2) Collegiate Institutes and of High Schools with three or more teachers: Library, $600; Scientific Apparatus, $600; Biological Specimens, $100; Maps, Charts, Globes, etc., $75; Art Models, $100; Typewriters, $200.

NOTES: 1.—The catalogue of the equipment shall be kept in the School by the Principal and shall be accessible to any officer of the Department.

2.—For details of equipment see Appendix H.

Accommodations

26. The Legislative grant on the grading of the school building and grounds shall be distributed according to the following scheme:—

	Closets	Water supply	School premises	School building	Class-rooms	Assembly hall	Halls	Waiting-rooms	Cap-rooms	Teachers' rooms	Desks	Blackboards	Lighting	Heating	Ventilation
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
TWO TEACHERS' HIGH SCHOOLS.—															
Grade I.....	4 80	2 40	12 00	4 80	19 20	2 40	2 40	2 40	2 40	2 40	7 20	2 40	4 80	4 80	8 00
II.....	3 60	2 00	10 00	3 60	16 00	2 00	2 00	2 00	2 00	2 00	6 00	2 00	3 60	3 60	6 00
III.....	2 40	1 60	6 00	2 40	12 80	1 60	1 60	1 60	1 60	1 60	4 80	1 60	2 40	2 40	4 00
IV.....	1 20	80	3 00	1 20	9 60	1 20	1 20	1 20	1 20	1 20	3 60	1 20	1 20	1 20	2 00
THREE OR MORE TEACHERS' HIGH SCHOOLS.—Grade I.....	7 20	3 60	18 00	7 20	28 80	3 60	3 60	3 60	3 60	3 60	10 80	3 60	7 20	7 20	12 00
II.....	5 40	2 60	14 60	5 40	24 00	3 00	3 00	3 00	3 00	3 00	9 00	3 00	5 40	5 40	9 00
III.....	3 60	1 60	9 00	3 60	19 20	2 40	2 40	2 40	2 40	2 40	7 20	2 40	3 60	3 60	6 00
IV.....	1 80	80	4 60	1 80	14 40	1 80	1 80	1 80	1 80	1 80	5 40	1 80	1 80	1 80	3 00
COLLEGIATE INSTITUTES.—															
Grade I.....	9 60	4 80	24 00	9 60	38 40	4 80	4 80	4 80	4 80	4 80	14 40	4 80	9 60	9 60	16 00
II.....	7 20	3 20	20 00	7 20	32 00	4 00	4 00	4 00	4 00	4 00	12 00	4 00	7 20	7 20	12 00
III.....	4 80	1 60	12 00	4 80	25 60	3 20	3 20	3 20	3 20	3 20	9 60	3 20	4 80	4 80	8 00
IV.....	2 40	80	6 00	2 40	19 20	2 40	2 40	2 40	2 40	2 40	7 20	2 40	2 40	2 40	4 00

Gymnasiums: (1) For Grade I eight per cent. of the value of the gymnasium as reported by the High School Inspector will be allowed up to the maximum value of $800 in the case of High Schools with two teachers and of $1,600 in the case of Collegiate Institutes and of High Schools with three or more teachers; for Grade II, eight per cent. of three-fourths of such value; for Grade III eight per cent. of half of such value; and for Grade IV, eight per cent. of one-fourth of such value; but, when suitable additional accommodation is in use for Physical Culture, the grading will be one degree higher unless the maximum has already been reached.

(2) No High School or Collegiate Institute shall be entitled to any Legislative grant on its gymnasium for any year in which the time prescribed in Regulation 16 (2) for Physical Culture has not been provided.

SPECIAL GRANTS

Approved Schools

27. Schools that have been ranked as Approved shall be entitled, on the report of the High School Inspector, to additional grants, as follows:

	Grade I	Grade II
High Schools with fewer than four teachers	$80	$40
High Schools with four or more teachers	$120	$60
Collegiate Institutes	$160	$80

Middle School Drawing

28. On the following conditions, a grant of $50 shall be made by the Department to a High School Board, to be spent in the purchase of pictures for the School, and of $100 to the teacher of the Middle School Course in Art who holds a certificate as Specialist in Art from the Department, and with an additional $100 if he holds also the diploma of A. O. C. A. from the Ontario College of Art.

(1) The Board shall spend at least $50 in addition to the Government grant for the purchase of pictures.

(2) The Inspector's report of the equipment, organization, teaching, and the pupils' exhibits of work shall be favourable.

(3) The Course shall extend over at least one school year, and the provision therefor in the time-table shall be at least three periods a week of one hour each, one of which may be taken out of doors for landscape drawing and painting.

(4) The class shall consist of at least six members in regular attendance, who have already completed satisfactorily to the Principal the Lower School Art Course.

Manual Training and Household Science

DAY CLASSES

29. (1) No grant shall be made for Manual Training unless at least provision has been made for wood-working and the associated drawing; or for Household Science, unless at least provision has been made for sewing, cookery, sanitation, and hygiene.

(2) The Legislative Grants for each centre shall be apportioned as follows:—

(*a*) An Annual General Grant for Manual Training of $250 and for Household Science, of $150.

(*b*) Twenty per cent. of the annual expenditure for teachers' salaries over $600, to a maximum of $200.

(*c*) (i) For Manual Training, for the first year, 40 per cent. of the value of the equipment to a maximum of $880; and, for each of the three years following, 20 per cent. to a maximum of $440.

(ii) For Household Science, for the first year, 40 per cent. of the value of the equipment to a maximum of $400; and, for each of the three years following, 20 per cent. to a maximum of $200.

(iii) After the fourth year, an Annual Grant of 10 per cent. of the value of the equipment, to a maximum grant in each year for Manual Training, of $220; and for Household Science, of $100.

(*d*) An Annual Grant on the character of the special accommodations for the higher work according to the following scheme of grades:

Manual Training

	I	II	III	IV
Wood-working and Wood-turning Shop	$10 00	$7 50	$5 00	$2 50
Forge Shop	10 00	7 50	5 00	2 50
Machine Shop	10 00	7 50	5 00	2 50
Combination Forge and Machine Shop	15 00	11 25	7 50	3 75
Stock Room	5 00	3 75	2 50	1 25
Teachers' Room	3 00	2 75	1 50	75
Blackboards	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50
Heating	2 00	1 50	1 00	50
Ventilation	2 00	1 50	1 00	50
Cloak Rooms and Lavatories	4 00	3 00	2 00	1 00

Household Science

Kitchen	$10 00	$7 50	$5 00	$2 50
Pantry, Cupboard, and Storeroom	5 00	3 75	2 50	1 25
Dining Room	10 00	7 50	5 00	2 50
Sewing Room	10 00	7 50	5 00	2 50
Teachers' Room	3 00	2 75	1 50	75
Blackboards	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50
Heating	2 00	1 50	1 00	50
Ventilation	2 00	1 50	1 00	50
Cloak Room and Lavatories	4 00	3 00	2 00	1 00

(3) (a) In the distribution of the grant for Manual Training, the maximum recognized value of the equipment for the different departments shall be as follows:—

Wood-work, $500; wood-turning, $300; forging, $500; machine shop practice, $800; library, $100.

(*b*) In the distribution of the grant for Household Science, the maximum recognized value of the equipment for the different departments shall be as follows:—

Cookery, sanitation, and hygiene, $500; hand and machine sewing, $250; laundry work, $150; library, $100.

(4) When the provision for the higher Manual Training or Household Science is less than the time of one teacher for five hours and a half for each of five days a week, the General Grant under (3) (*a*) above will be correspondingly decreased; when it is greater, it will be correspondingly increased.

(5) No grant shall be paid on the equipment of a Manual Training or Household Science centre in which there has been no class for more than one year.

(6) When an equipment on which the legislative grant has been paid to its full value remains unused for two years the Minister may direct the transfer of said equipment to one of the other centres in the Province.

NIGHT CLASSES

30. The Department of Education will pay the following proportions of the total salaries of the staffs of the Household Science and Manual Training Night Classes:—

In cities with population of 150,000 and over, one-third; in other cities, one-half; in towns, two-thirds; and in villages, five-sixths.

Agriculture

LOWER SCHOOL

31. (1) To the School Board the Minister will pay, on the Director's recommendation, an annual grant not exceeding $100 when the work is carried on throughout the year; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work. In case the teacher leaves at summer holidays, and the Board is unable to secure a successor holding the proper qualifications, due consideration will be shown, provided an effort is made to have the work of the year completed satisfactorily to the Director.

(2) To the teacher conducting the work satisfactorily throughout the year (January to December) the Minister will pay on the Director's recommendation, an annual grant of $75.00; to a teacher conducting the work only to summer holidays the proportion of the grant will be $40.00; to the teacher conducting the work for the remainder of the year after summer holidays, the proportion of the grant will be $30.00. To the teacher who has taken the first year's course leading to the certificate at the Ontario Agricultural College and undertakes to complete the course for the certificate the year following the grant of $75.00 will be paid, provided the work is carried out satisfactorily throughout the calendar year.

(3) To the School Board which has provided and maintained experimental and demonstration plots as described in the circulars, an additional grant not to exceed $25.00 will be paid; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work.

(4) To the teacher conducting the experimental and demonstration plots satisfactorily throughout the year for the practical instruction of the pupils and the benefit of the community at large, an additional annual grant of $25.00 will be paid, with no portion paid for carrying on this work during only part of the year.

(5) When the work is carried out satisfactorily at a school by the County Agricultural Representative instead of by a regular science teacher holding the Intermediate certificate in Agriculture and Horticulture, he will be paid the grants specified for teachers above. For carrying on the work in additional schools, the Agricultural Representative will be paid one-half of the regular grant for each.

(6) When an equipment on which the Legislative grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to one of the other schools of the Province.

MIDDLE SCHOOL

32. (1) The annual grant to the Board of Trustees shall be a sum not exceeding $100.00.

(2) The annual grant to the teacher shall be $75.00 for the full year, or $40.00 paid for conducting the work up to the end of June and $30.00 for the remainder of the year.

(3) For conducting experimental and demonstration plots on the school grounds in connection with the class-room and laboratory instruction, an additional grant of $25.00 shall be paid to the teacher and of $25.00 to the Board of Trustees.

GENERAL PROVISIONS

33. (1) The grant of $100.00 made to the School Board for the support of the general work may be spent for the purchase of agricultural or horticultural books or charts or subscriptions to journals on farming, dairying, gardening, bee-keeping, poultry-keeping, etc.; for the purchase of Babcock milk testers, spraying equipment, pruning and grafting appliances, school bee-hives, accessories for handling bees, incubator and models for poultry equipment, apparatus for soil, bacteriological or chemical experiments; for providing vegetable and flower seed or seed grain required by pupils in their home projects; for printing instruction sheets, announcements regarding plans for work, competitions, etc.; for meeting the expenses of the teachers or committee acting with the teacher in the supervision of the work; and for such other purposes as may be approved by the Minister.

(2) The grant of $25.00 made to the School Board for the special support of the experimental and demonstration plots at or in connection with the school may be spent for the preparation of the ground by manuring, cultivating or draining; for the rental or leasing of additional land adjacent to the school grounds; for the purchase of equipment such as tools, lines, labels, hot bed, cold frame or such other things as may be needed in carrying out the experiments; for the purchase of fertilizers or of planting material such as seeds, roots, bulbs, seedling trees or shrubs, or cuttings to be used in experiments or demonstrations; for the expense of caring for the plots during the summer holidays; and for such other purposes as may be approved by the Minister.

CONTINGENCY OF GRANTS

34. (1) If in any year the amount voted by the Legislature for any of the above services is insufficient to pay the grants in full, or if there is a balance over, the Minister may make a *pro rata* reduction or increase.

(2) On the report of the Inspector or Director that the equipment or the accommodations of a High School or Collegiate Institute are inadequate or unsuitable, or that one or more members of the staff are inefficient or not legally qualified, such reductions may be made in the grants payable upon the equipment, the accommodations, and the salaries of the staff, as the Minister may deem expedient.

AUTHORIZED TEXT-BOOKS

1. As specified therein, the text-books listed in Schedule A below, and the accompanying Blank Books listed in B below, shall be authorized for use in the High Schools and Collegiate Institutes. In Schedule C are listed the manuals provided for Teachers' use and for school libraries.

2. The publishers shall sell direct, in any quantity, to any purchaser for use in Ontario, the books listed in Schedules A and B below, at 20 per cent. less than the maximum prices named in the aforesaid schedules.

3. On the recommendation of the Principal, Supplementary Reading, as prescribed in the School Courses of Study and sufficient for the number of pupils concerned, shall be provided from time to time in the school library by the Board of School Trustees or purchased by the pupils, as the Board may determine.

4. The four books in English Literature to be read by candidates in preparation for a Departmental Examination, as prescribed by the Regulations, shall be purchased by the pupils concerned or provided for their use in the school library by the Board of School Trustees, as the Board may determine.

5. No text-books are authorized in Art, Biology, Agriculture, Manual Training, or Household Science. These subjects will be taken up under the teacher, in accordance with the School Courses of Study, with suitable reference books provided

in the school library by the Board of School Trustees and approved by the Inspector.

6. For Religious Instruction in the High Schools and Collegiate Institutes, the Sacred Scriptures, or the Selected Scripture Readings of the International Sunday School Association, or the Scripture Readings adopted by the Department of Education shall be used as prescribed by the Regulations of the Department of Education.

7. The edition of the High School French Grammar which was used in any school during the school year ending the thirtieth of June, 1913, and the continued use of which is recommended by resolution of the Board of School Trustees passed on or before the reopening of the schools in September, 1913, and communicated promptly thereafter to the Minister of Education, shall be deemed authorized for any of the classes of such school at the former maximum price, until the first of July, 1915. In all other cases the Principal shall introduce next September the text-books authorized in this circular which are not already in use in his school.

NOTE.—Principals who desire to retain the High School French Grammar for the sake of classes that already possess it, are hereby warned:

That to enable them to do so they must secure the resolution of the Board of School Trustees on or before the date specified in 7 above.

8. The Principal shall submit to the Inspector at his official visit a copy of the resolution provided for in 7 above and 14 below, duly dated and certified by the Secretary of the Board of School Trustees.

Schedule A

9. Books authorized for use in Public Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of the High Schools and Collegiate Institutes.

10. For the High School Upper School, and, except in Bookkeeping, for more advanced work than the First Year Course in Commercial High Schools and the Commercial Departments of Continuation and High Schools and Collegiate Institutes, any books may be used which have been recommended by the Principal and approved by resolution of the Board of School Trustees. If no change has been made since the passing of this resolution, another resolution is not necessary.

11. Any edition of the Literature texts in English, French, or German prescribed for the examinations of the Department of Education or for Matriculation into the University of Toronto, may be used in the schools with the approval of the Principal, but no annotated edition of such texts used in the Lower and Middle Schools shall cost more than 25 cents.

12. Boards of School Trustees shall provide in the school library a supply of the High School Flora, or of other Floras, and of the authorized Laboratory Manuals in Chemistry and Physics sufficient for class use by the pupils, who shall not be required to buy them.

13. The price of any blank book specially prepared for exercises or for recording notes in Science or any other subject shall not exceed 25c.

English:

Ontario High School Reader. (*Revised Edition* of The Principles and Practice of Oral Reading) The Canadian Publishing Co., Ltd.	$0.40
Ontario High School English Grammar. (*Revised Edition.*) The Canada Publishing Co., Ltd.	.45
Ontario High School English Composition. The Copp, Clark Co., Ltd.	.18

History and Geography:

Ontario High School Physical Geography. The Macmillan Co. of Canada, Ltd. $0.60
Ontario School Geography. Educational Book Company of Toronto, Ltd. ..... .65
Ontario High School Ancient History. The Macmillan Company of Canada, Ltd. ..... .75
Ontario High School History of England. (*Revised Edition* of Wrong's The British Nation.) The Macmillan Company of Canada, Ltd. ..... .65
Ontario High School History of Canada. (*Ready before the close of 1913. Price to be announced later.*)

Mathematics:

Ontario High School Arithmetic. (*Revised Edition*) The Hunter-Rose Company, Ltd. ..... .40
Hall and Knight's Junior Algebra. The Macmillan Company of Canada, Ltd. ..... .50
Ontario High School Geometry. The Copp, Clark Co., Ltd. ..... .40

Classics:

Ontario High School Latin Book. Educational Book Company of Toronto, Ltd. ..... .60
White's First Greek Book. (*Authorized until further notice. Supplied by The Copp, Clark Co., Ltd.*) 1.25

Moderns:

Ontario High School French Grammar. (*Authorized June, 1913.*) The Copp, Clark Co., Ltd. ..... .60
Ontario High School French Reader. The T. Eaton Co., Ltd. .... .11
High School German Grammar. (*New Edition.*) The Copp, Clark Co., Ltd. ..... .70
Ontario High School German Reader. William Briggs. ..... .13

Science:

Ontario High School Physics. The Copp, Clark Co., Ltd. ..... .90
Ontario High School Laboratory Manual in Physics. The Copp, Clark Co., Ltd. ..... .35
Ontario High School Chemistry. The Macmillan Company of Canada, Ltd. ..... .40
Ontario High School Laboratory Manual in Chemistry. The Macmillan Company of Canada, Ltd. ..... .20

Bookkeeping:

Ontario School Bookkeeping—First Course. Educational Book Company of Toronto, Ltd. ..... .30
Ontario School Bookkeeping—Second Course. Educational Book Company of Toronto, Ltd. (*Authorized for the second and subsequent years of the Course in Bookkeeping*) 1.00

Writing:

Ontario Writing Course ..... .05

Schedule B

BLANK BOOKS

*Ontario School Bookkeeping Blank. Educational Book Company of Toronto, Ltd.	.12
*Ontario Pupils' Outfit in Business Papers. Educational Book Company, Ltd., Toronto	.08
Ontario Blank Copy Books. E. H. Harcourt Co., Limited	.02
Ontario Blank Drawing Book, No. 2. W. J. Gage and Co., Ltd.	.05

*The two Blanks may be obtained in one packet at 20 cents.

Schedule C

TEACHERS' MANUALS

The Department is publishing Manuals for Teachers dealing with methodology and containing supplementary material for their use in class. These Manuals are distributed free amongst the school libraries, and teachers may obtain copies at the prices indicated. The following are already listed for High Schools and Collegiate Institutes:

A Manual of Suggestions for Teachers of Science, 50 cents.

A Manual of English Composition, 15 cents.

Special Notice to Teachers and School Boards

14. The teacher himself may use any book, pamphlet or magazine he wishes in preparing the lesson for his class; but he has no authority to use as text-books in his class-teaching any other publications than those whose use is authorized in this circular or which are listed in the catalogue of the school library with the approval of the Inspector. Nor can Notes on History, Geography, etc., School Helps, School and Home, or similar publications be used by his pupils in their work at school; and neither the teacher nor the board has any authority to require or induce pupils to buy any of such prohibited books, pamphlets, magazines, Notes, School Helps, School and Home, or other similar publications.

TEACHERS' INSTITUTES

I. Statutory Provisions

(*Section 87 of the Public Schools Act as Amended in 1912.*)

1. Subject to the Regulations, teachers may organize themselves into Teachers' Institutes for the purpose of receiving instruction in methods of teaching and for discussing educational methods.

2. The Minister may out of any moneys appropriated for that purpose apportion $25 to each Teachers' Institute so organized and conducted according to the Regulations, where the number of teachers in the Inspectorate or united Inspectorate is 100 or less, and where it is more than 100, $25 for each additional 100 or portion thereof, and the council of each county, city, or separated town, or town in territory without county organization, shall pay annually to the president of each Teachers' Institute established within such county, city, or town, a sum at least equal to the amount so apportioned.

If the teachers in an inspectorate composed of a city and part of a county, are united in one Teachers' Institute, the corporation of each municipality shall pay its share of the legislative grant in the proportion that the number of teachers in each inspectorate bears to the total number of teachers in the combined inspectorates.

3. In territory without county organization, the Minister may apportion $50 to each Teachers' Institute where there is no city or town council liable for such contribution.

II. Departmental Regulations

1. On the report of the Inspector or the Inspectors, as the case may be, and with the approval of the Minister of Education:—

(1) The teachers of an Inspectorate may organize themselves into one or more Institutes; and

(2) The teachers of two or more Inspectorates may organize themselves into one Institute.

2.—(1) The officers of an Institute shall be a President, a Vice-President, a Treasurer and a Secretary or a Secretary-Treasurer, and when necessary a Librarian.

(2) The President, the Vice-President, the immediate Past-President, and the Inspector or Inspectors, as the case may be, together with not more than six other members to be chosen annually in whatever manner the members of the Institute may decide, shall constitute the Executive Committee.

(3) In addition to the powers and duties assigned herewith to the Executive Committee it shall have such other powers and perform such other duties as the Institute may assign to it.

(4) The Institute may also appoint committees for special purposes.

3.—(1) Each Institute shall hold at least one annual meeting on a Thursday and a Friday at a centre to be determined by the Executive Committee. When a lecturer is provided by the Department of Education, the latter will fix the dates of the meetings. In other cases they shall be fixed by the Executive Committee of the Institute.

(2) Each Institute shall hold two day sessions each day and one evening session, the length of each to be determined by the Executive Committee.

(3) Additional evening meetings and, when permitted by the Board of School Trustees concerned, additional day meetings on school days may also be held throughout the year as may be arranged for by the Executive Committee.

NOTE.—In some localities where there are graded Schools the Boards authorize the closing of the Schools after 2.30 or 3 on certain days.

(4) In cities where more than one Institute have been established, the members of the different Institutes shall attend in one body an evening meeting, and at least one day session at which may be discussed matters of interest to all the teachers of the city. The arrangements for such meetings shall be made by joint action of the Executive Committees, and the Presiding Officer and the Secretary of the combined meetings shall be the President and the Secretary who have had longest experience as educationalists.

(5) In Institutes consisting of the teachers of more than one municipality one or more of the day sessions and an evening session may be held at the discretion and under the direction of the Inspector at some school or schools or other suitable building or buildings in each of the municipalities.

(6) The members of an Institute may meet in one body or in Grade sections as may be determined from time to time by the Executive Committee, with such organization in the case of Grade sections, as may be determined by the members thereof.

4.—(1) The Public School, the lay Roman Catholic Separate School, and the Continuation School Grade C teachers, whose schools are situated within the

Inspectorate or Inspectorates constituting an Institute shall become members thereof and shall attend all the meetings promptly and regularly.

(2) Registration as members of, and attendance at, an Institute on the part of teachers of Roman Catholic Separate Schools who are members of Religious Orders are optional, but are strongly recommended by the Minister of Education.

(3) During the attendance of teachers who become members of an Institute their schools or their classes, as the case may be, shall be closed.

(4) Attendance is optional on the part of the teachers of High Schools, Collegiate Institutes, and Continuation Schools Grades A and B, but attendance is strongly recommended by the Minister of Education. The Principals of such schools may close one or more of the school grades for all or part of the time of the Institute meetings to allow the staff or members thereof to take part in the business, and the teachers so set free shall attend the meetings under the same conditions as the ordinary members.

5. For reasons satisfactory to the Inspector—

(1) A teacher may be excused from attending all or any of the meetings of the Institute.

(2) A teacher may attend the Institute meeting of an adjoining Inspectorate in lieu of the meeting of the Institute to which he would properly belong.

6.—(1) It shall be the duty of the teacher who absents himself from any of the sessions of the Institute, or from any part thereof, to report to his Inspector such absence with the reason therefor.

(2) It shall be the duty of the Inspector concerned—

(*a*) To take such measures to secure prompt and regular attendance during the meeting of the Institute as may, in his judgment, appear to be necessary; and

(*b*) To report to their respective School Boards, and, when in his judgment necessary, to the Minister of Education, teachers who, for reasons unsatisfactory to the Inspector, have absented themselves from any part of the day or evening sessions or who have not complied with the provisions of (1) above, and to take such other steps as may appear to him to be desirable.

NOTE.—The Institutes are maintained for the professional improvement of teachers. To this end the schools are closed for two days, grants are made by the Legislature and the municipalities, and free instruction is provided by Departmental lecturers. Accordingly, teachers owe it to the public and to themselves to take full advantage of the opportunities thus offered by diligent application to the work of the Institute and prompt and continuous attendance at its meetings.

7.—(1) The programme of the work to be taken up by the Institute shall be prepared by the Executive Committee.

(2) The programme shall be sent at least two weeks before the day of the meeting to the members of the Institute, the Boards of Trustees employing them, and the Minister of Education.

NOTE.—As heretofore the Department will continue to supply a lecturer, but the responsibility for the efficiency and success of the Institute devolves upon the members, who should construct a programme that will be both instructive and interesting, having due regard to the object of the Institute as set forth in the section of the Statute quoted above.

8. With the approval of the Minister the Executive of an Institute may substitute for all or part of the annual meeting a visit of inspection by the members of the Institute to other schools or institutions of an educational character.

9. An Annual membership fee, not exceeding one dollar, may be fixed by the Institute. The fee when so fixed shall be compulsory and shall be paid on or before the first day of the Institute meetings. Only members who have paid it shall be eligible for office or entitled to vote.

10. The Legislative grant and its municipal equivalent and any other receipts shall be used in defraying the necessary expenses of conducting the Institute. These expenses may include the payment of special lecturers, the whole or part of the cost of a professional magazine for each member, and the provision of one or more professional libraries for the use of the members.

11.—(1) Two auditors shall be appointed annually by the members of the Institute at their annual meeting.

(2) There shall be sent not later than December 31st of each year to the Minister of Education and to the Council or the Board, as the case may be, of the body providing the equivalent of the Legislative grant:

(*a*) A report of the total registered attendance and the total number of teachers of each class eligible for membership, computed under 4 above; and

(*b*) A report in detail of the receipts and expenditure for the preceding year, with a copy of the report of the auditors as adopted by the Institute.

12. It is desirable that each Institute should appoint at least one of its members to represent it at the next ensuing meeting of the Ontario Educational Association.

13. Instructions may be issued by the Minister of Education from time to time to Inspectors or other officers for carrying out the provisions of the foregoing regulations.

Repeal of Regulations

All former Regulations of the Department of Education that are inconsistent with the foregoing Regulations are hereby repealed.

APPENDIX A

Courses in Geometry

Following are the details of the courses in Geometry:

I. LOWER SCHOOLS

A—Constructions

To construct a triangle with sides of given lengths.

To construct an angle equal to a given rectilineal angle.

To bisect a given angle.

To bisect a given straight line.

To draw a line perpendicular to a given line from a given point in it.

To draw a line perpendicular to a given line from a given point not in the line.

To find the locus of a point equidistant from two given lines.

To find the locus of a point equidistant from two given points.

To draw a line parallel to another, through a given point.

To divide a given line into any number of equal parts.

A.—Theorems

The sum of the angles of any triangle is equal to two right angles.

The angles at the base of an isosceles triangle are equal, with converse.

If the three sides of one triangle be equal, respectively, to the three sides of another, the triangles are equal in all respects.

If two sides and the included angle of one triangle be equal to two sides and the included angle of another triangle, the triangles are equal in all respects.

If two angles and one side of a triangle be equal to two angles and the corresponding side of another, the triangles are equal in all respects.

If two sides and an angle opposite one of these sides be equal, respectively, in two triangles, the angles opposite the other pair of equal sides are either equal or supplemental.

The sum of the exterior angles of a polygon is four right angles.

The greater side of any triangle has the greater angle opposite it.

The greater angle of any triangle has the greater side opposite it.

If two sides of one triangle be equal respectively to two sides of another, that with the greater contained angle has the greater base, with converse.

If a transversal fall on two parallel lines, prove the relations between the angles formed, with converses.

Lines which join equal and parallel lines towards the same parts are themselves equal and parallel.

The opposite sides and angles of a parallelogram are equal and the diagonal bisects it.

II. MIDDLE SCHOOL

A—Constructions

To describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

To describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given angle.

On a given straight line to describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

To find the centre of a given circle.

From a given point to draw a tangent to a given circle.

On a given straight line to construct a segment of a circle containing an angle equal to a given angle.

From a given circle to cut off a segment containing an angle equal to a given angle.

In a circle to inscribe a triangle equiangular to a given triangle.

To find locus of centres touching two given lines.

To inscribe a circle in a given triangle.

To describe a circle touching three given straight lines.

To describe a circle about a given triangle.

About a given circle to describe a triangle equiangular to a given triangle.

To divide a given line similarly to another given divided line.

To find the fourth proportional to three given lines.

To describe a polygon similar to a given polygon, and with the corresponding sides in a given ratio.

To find the mean proportional between two given straight lines.

To construct a polygon similar to a given polygon, and such that their areas are in a given ratio.

To describe a polygon of given shape and size.

B—Theorems

Parallelograms on the same base, or on equal bases, and between the same parallels, are equal.

Triangles on the same base, or on equal bases, and between the same parallels are equal.

Triangles equal in area, and on the same base, are between the same parallels.

If a parallelogram and a triangle be on the same base, and between the same parallels, the parallelogram is double the triangle.

Find expressions for area of a parallelogram, and area of a triangle.

The complements of the parallelograms about the diagonal of any parallelogram are equal.

The square on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the sides.

If a straight line be divided into any two parts, the sum of the squares on the parts, together with twice the rectangle contained by the parts, is equal to the square on the whole line.

The square on a side of any triangle is equal to the sum of the squares on the two other sides + twice the rectangle contained by either of these sides and the projection of the other side on it.

If more than two equal straight lines can be drawn from the circumference of a circle to a point within it, that point is the centre.

The diameter is the greatest chord in a circle, and a chord nearer the centre is greater than one more remote. Also the greater chord is nearer the centre than the less.

The angle at the centre of a circle is double the angle at the circumference on the same arc.

The angles in the same segment of a circle are equal, with converse.

The opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles, with converse.

The angle in a semicircle is a right angle; in a segment greater than a semicircle less than a right angle; in a segment less than a semicircle greater than a right angle.

A tangent is perpendicular to the radius to the point of contact; only one tangent can be drawn at a given point; the perpendicular to the tangent at the point of contact passes through the centre; the perpendicular from centre on tangent passes through the point of contact.

If two circles touch, the line joining the centres passes through the point of contact.

The angles with a chord drawn from the point of contact makes with the tangent, are equal to the angles in the alternate segments.

The rectangles under the segments of intersecting chords are equal.

If $OA.\ OB = OC^2$, OC is a tangent to the circle, through A, B, and C.

Triangles of the same altitude are as their bases.

A line parallel to the base of a triangle divides the sides proportionally, with converse.

If the vertical angle of a triangle be bisected, the bisector divides the base into segments that are as the sides, with converse.

The analogous proposition when the exterior angle at the vertex is bisected, with converse.

If two triangles are equiangular, the sides are proportional.

If the sides of two triangles are proportional, the triangles are equiangular.

If the sides of two triangles about equal angles are proportional, the triangles are equiangular.

If two triangles have an angle in each equal, and the sides about two other angles proportional, the remaining angles are equal or supplemental.

Similar triangles are as the squares on corresponding sides.

The perpendicular from the right-angle of a right-angled triangle on the hypotenuse divides the triangle into two which are similar to the original triangle.

In equal circles angles, whether at the centres or circumferences, are proportional to the arcs on which they stand.

The areas of two similar polygons are as the squares on corresponding sides.

If three lines be proportional, the first is to the third as the figure of the first to the similar figure on the second.

Questions and easy deductions on the preceding constructions and theorems.

NOTE.—In the formal deductive geometry modifications of Euclid's treatment of the subject will be allowed, though not required, as follows:—

The employment of the "hypothetical construction."

The free employment of the method of superposition, including the rotation of figures about an axis, or about a point in a plane.

A modification of Euclid's parallel postulate.

A treatment of ratio and proportion restricted to the case in which the compared magnitudes are commensurable.

III. UPPER SCHOOL

Following are the details of the course in Geometry prescribed for the Upper School of the High Schools.

A

Exercises on the course prescribed for the Middle School, with special reference to the following topics—Loci; Maxima and Minima; The System of Inscribed, Escribed and Circumscribed Circles of a Triangle with metrical relations; Radical Axis.

B—Synthetic Geometry.

The following additional propositions in Synthetic Geometry, with exercises thereon:—

To divide a given straight line internally and externally in medial section.

To describe a square that shall be equal to a given rectilineal figure.

To describe an isosceles triangle having each of the angles at the base double of the third angle.

To inscribe a regular pentagon in a given circle.

The squares on two sides of a triangle are together equal to twice the square on half the third side and twice the square on the median to that side.

If A B C be a triangle, and A be joined to a point P of the base such that B P : P C = m : n, then $n \cdot A B^2 + m \cdot A C^2 = (m + n) \cdot A P^2 + n \cdot B P^2 + m \cdot P C^2$.

In a right-angled triangle the rectilineal figure described on the hypotenuse is equal to the sum of the similar and similarly described figures on the two other sides.

If the vertical angle of a triangle be bisected by a straight line which also cuts the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segments of the base, together with the square on the straight line which bisects the angle.

If from the vertical angle of a triangle a straight line be drawn perpendicular

to the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the perpendicular and the diameter of the circle described about the triangle.

The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by its opposite sides.

Two similar polygons may be so placed that the lines joining corresponding points are concurrent.

If a straight line meet the sides B C, C A, A B, of a triangle A B C in D, E, F, respectively, the B D. C E. A F = D C. E A. F B, and conversely. (Menelaus' Theorem.)

If straight lines through the angular points A, B, C of a triangle are concurrent, and intersect the opposite sides in D, E, F, respectively, then B D. C E. A F=D C. E A. F B, and conversely. (Ceva's Theorem.)

If a point A lie on the polar of a point B with respect to a circle, then B lies on polar of A.

Any straight line which passes through a fixed point is cut harmonically by the point, any circle, and the polar of the point with respect to the circle.

In a complete quadrilateral each diagonal is divided harmonically by the other two diagonals, and the angular points through which it passes.

C—Elementary Analytical Geometry.

Axes of co-ordinates. Position of a point in plane of reference.

Transformation of co-ordinates,—origin changed, or axes (rectangular) turned through a given angle.

$\pm 2A = x_1(y_2 - y_3) + \ldots . + \ldots .$

Co-ordinates of point dividing line joining $P_1(x_1,\ y_1)$ and $P_2(x_2\ y_2)$, in ratio $m : n$ are

$$x = \frac{mx_2 + nx_1}{m+n},\quad y = \frac{my_2 + ny_1}{m+n}.$$

$(P_1P_2)^2 = (x_1 - x_2)^2 + (y_1 - y_2)^2$

Equations of straight lines.

$$\left.\begin{aligned} &\frac{x - x_1}{x_1 - x_2} = \frac{y - y_1}{y_1 - y_2}. \\ &\frac{x}{a} + \frac{y}{b} = 1. \end{aligned}\right\} \text{Line defined by two points through which it passes.}$$

$$\left.\begin{aligned} &\frac{x-a}{\cos\theta} = \frac{y-b}{\sin\theta} = r. \\ &y = mx + b. \\ &y = m(x-a). \\ &x\cos\alpha + y\sin\alpha = p. \end{aligned}\right\} \text{Line defined by one point through which it passes and by its direction.}$$

General equation of 1st degree, $Ax + By + C = 0$, represents a straight line.

Any line through $(x_1,\ y_1)$ is

$$A(x - x_1) + B(y - y_1) = 0.$$

If θ be angle between $Ax + By + C = 0$ and $A'x + B'y + C' = 0$, then

$$\tan\theta = \frac{A'B - AB'}{AA' + BB'}.$$

Condition of $\perp$ rity, $AA' + BB' = 0$.

Condition of $\parallel$ ism, $\frac{A}{A'} = \frac{B}{B'}$.

Distance from (a, b) to $Ax + By + C = 0$, in direction whose direction cosines are (l, m), is

$$-\frac{Aa + Bb + C}{Al + Bm}.$$

$\perp r$ distance from (a, b) on $Ax + By + C = 0$,

$$\pm\frac{Aa + Bb + C}{\sqrt{A^2 + B^2}}.$$

THE CIRCLE—

Equations in forms:

$$x^2 + y^2 = r^2.$$

$$(x - a)^2 + (y - b)^2 = r^2.$$

$$y^2 = 2rx - x^2.$$

General equation $x^2 + y^2 + 2Ax + 2By + C = 0$

or $(x + A)^2 + (y + B)^2 = A^2 + B^2 - C$

represents a circle with centre $(-A, -B)$ and radius $\sqrt{A^2 + B^2 - C}$.

Tangent at (x', y') to $x^2 + y^2 = r^2$ is $xx' + yy' = r^2$.

Normal is $\frac{x}{x'} = \frac{y}{y'}$.

Tangent in form $y = mx \pm r\sqrt{1 + m^2}$.

Pole being (x', y'), polar is $xx' + yy' = r^2$.

If pole move along a line, polar turns about pole of that line.

Square of tangent from (x', y') to $x^2 + y^2 + 2Ax + 2By + C = 0$

is $x'^2 + y'^2 + 2Ax' + 2By' + C$.

Radical axis of $x^2 + y^2 + 2Ax + 2By + C = 0$,

$x^2 + y^2 + 2A'x + 2B'y + C' = 0$.

Easy exercises on the preceding propositions.

APPENDIX B

Elementary Science

ZOOLOGY

The General Scope of the Work in Zoology is as follows:

Indoor Study of Living Animals: The teacher's immediate responsibility lies in the laboratory work which embodies simple morphological studies of common forms, representing the chief animal types. These studies must, wherever possible, be supplemented or preceded by observation on living specimens. For this purpose, provision will be needed for suitable aquaria and vivaria, where the moving, breathing, and feeding of the living animals may be within ready view of the pupils. Moreover, these morphological studies are not to end in the study of

form; behind the observation of the form there must be a constant effort to interpret the meaning of the form, to show the relation of form and function.

Charts and models are not to be substituted for actual specimens.

Outdoor work, which will of necessity vary with the locality, must be carried on to a very large extent without the teacher's direct supervision. But the teacher should encourage and direct the pupils, devoting a fair portion of the time of the class to discussions and reports on their independent work. Arrangements should be made for field excursions on suitable occasions. The outdoor observations should be separately recorded by the pupils.

School Museum: For progress in the natural history side of the subject, collections of specimens of the local fauna will have to be made. The school museum should be a thing of gradual growth, and great care should be taken in the selection of the material. As occasion offers, it should be provided with specimens of local fish, frogs, reptiles, birds, insects, etc.

First Year

September and October

Invertebrates.—Class study of a grasshopper, a spider, a centipede.

1. Comparison of a grasshopper with a cricket or cockroach, leading to the recognition of the order Orthoptera.

2. Study of a butterfly and house-fly with observations on their habits and habitats; feeding and development of a butterfly.

Vertebrates.—Birds: Study of the external characteristics of a domestic fowl, pigeon or other common bird; instructions regarding the protection of birds by law. Comparison of the bills and feet of different types of the birds of Ontario.

For Winter: Observation of the Winter birds, their feeding habits, their dangers and modes of protection.

April, May and June

Invertebrates.—Class study of the fresh water clam and the earth-worm.

Observations on the mosquito, the prevalence of its larvæ in wet places and their destruction by kerosene.

Vertebrates.—Fishes: Study of the external characteristics of a common fish. Structure of the gills and the manner of breathing.

Amphibians: Study of the external characters of a common frog; of its development from the egg. Economic importance of frogs and toads. Feeding habits of a common fish and the frog or toad.

Migration of birds: Identification of twelve common birds; sufficient description for this purpose to be recorded.

A collection of insects to be made in the first year.

Second Year

September and October

Invertebrates.—Study of the life-history, habits, and methods of feeding of six beneficial or injurious insects (some of each); methods of combating the attacks of the injurious forms.

Vertebrates.—Mammals: Study of the external characteristics of a cat, dog, or rabbit; chief characteristics of the skeleton of a mammal, such as a cat. Recognition of the common wild mammals of the locality, and observations of their habits, including Winter habits.

April, May and June

Invertebrates: Class study of the external characteristics of a crayfish and a wood louse (Oniscus).

Vertebrates.—Reptiles: Study of the external characteristics of a snake and a turtle, and observations on the habits and feeding of these animals.

Continuation of the observations on the life and habits of birds and other animals studied.

General review of the whole course including an outline of classification as shown by the animals studied.

BOTANY

Remarks similar to those introducing the course in Zoology will apply also to the work in Botany. In particular, it is urged upon the instructor that he should constantly stimulate the effort to interpret the meaning of the forms under observation—to discover where possible the relation between form and function.

First Year

September and October

The Plant as a whole: A detailed study of some common plant such as a petunia or a buttercup, taking up the structure of all the parts in succession; the study of additional plants as a basis for the classification of roots. stems, foliage-leaves and inflorescence; the study to be such as can be carried on with the aid of an ordinary lens.

Roots: Varieties of form. *Stems*: Varieties of form; erect, prostrate, climbing, twining, subterranean, aquatic. Stem-structure in dicotyledons and monocotyledons. *Foliage-leaves*: General structure, veining, margin, form and arrangement in relation to sunlight and shedding of rain. *Inflorescence*: Varieties of axial and terminal types.

Fruits: Structure and classification of the simpler fruits such as a pea or bean, shepherd's purse, poppy, apple, tomato, grape, plum, corn and maple; adaptation for the dispersal of seeds.

Preparation for Winter: Storage of reserve food in root, stem, leaf and seed; study of winter buds, their arrangement, structure and means of protection; the fall of the leaf and fruit; interpretation of leaf and scale scars on trees and shrubs.

April, May, and June

Seeds: Practical study of some of the common seeds such as the pea, bean, morning glory, representing dicotyledons; corn, wheat, representing monocotyledons; pine or spruce, representing gymnosperms; form, markings, parts and their functions, position of stored food.

Germination of seeds: Simple experiments to illustrate the more important phenomena and requirements of germination and growth, *e.g.*, need of air, warmth and moisture; evolution of carbon dioxide; how and to what extent water is absorbed; root-hairs; root-cap; region of growth in root.

Spring Flowering Plants: Plant description; identification by means of a flora; relation of flower-structure to mode of pollination; meaning and significance of cross-pollination; structure and expanding of winter buds; adaptation of stem-form to habit; spines, prickles, tendrils, their forms and uses; foliage-leaves, as in the autumn work of the first year.

Second Year

September and October

Composites: Study of the inflorescence and flower-structure of typical composites, such as dandelion, burdock and ox-eye daisy.

Weeds: Recognition of common forms; how they spread, and how they may be controlled.

Fungi: Recognition and mode of life of mushroom, puff-ball, polypore as saprophytic forms; and apple scab, lilac mildew, wheat rust, black knot or other common type as a parasitic form.

Physiological Experiments: Roots: Simple experiments to illustrate root functions, *e.g.*, absorption by osmosis, growth towards moisture. *Soils*: The presence of soluble and insoluble materials in soils; simple experiments in illustration. *Stems*: Simple experiments to illustrate stem-function, *e.g.*, conduction of cell-sap, heliotropism, rotation of the end of the stem in twiners and climbers. *Foliage-leaves*: Simple experiments to illustrate leaf-functions, *e.g.*, transpiration, manufacture of starch in sunlight, disappearance of starch in darkness, exhalation of a gas by green water plants, exhalation of carbon dioxide.

April, May, and June

Trees: Mode of branching and identification by leaves, bark and wood of Maple, Willow or Oak, a Conifer, Apple, and Plum or Cherry.

Description and identification of the spring flowering plants continued.

Ferns: General Structure and habits of a common fern.

Review: General review and comparison of the characteristics of the larger groups of plants taken up in the course, summarizing and classifying.

A collection of plants to be made in the second year; also a collection of ten economic woods.

PHYSICS

First Year

November to April

Introductory: Measurement in Metrical and English units of length, area, volume, and mass; structure and use of the Balance; The Three States of Matter, defined and explained.

Mechanics: The principle of the mechanical powers; some of their more important simple applications.

Hydrostatics: Pascal's Law, statement and verification, some of its more important applications; pressure of liquids in its relation to direction, depth, density of liquid, area pressed, and the shape of containing vessel; Archimedes' principle; specific gravity; common methods of finding specific gravities of solids and liquids.

Pneumatics: Study of the properties of a gas as exhibited in air as a type; proof that air has weight, occupies space, and exerts pressure; construction of the barometer; the relation between the volume and pressure of a gas; proof of Boyle's Law; practical application of air pressure; air-pump, common pump, siphon, the principle of air-brakes, air-tools.

Second Year

November to April

Heat: Nature and source of heat: experiments to illustrate the expansion of solids, liquids, and gases by heat; some practical applications of the principle of expansion; the anomalous expansion of water, its significance; meaning of temperature as compared with quantity of heat; graduation of the mercury thermometer in the centigrade and the Fahrenheit scales; meaning of latent heat, applications; the meaning of mechanical equivalent of heat.

Sound: Nature and propagation of sound; pitch of sound; consonance and resonance; reflection of sound echoes.

Light: Nature and propagation of light; simple experiments illustrating the reflection and refraction of light; dispersion of light; colour of bodies.

Magnetism and Electricity: Magnets; laws of magnetic attraction and repulsion; polarity; magnetic induction; terrestrial magnetism; construction of simple voltaic cell; decomposition of water by electricity; electro-magnet; electric bell; telephone; heating and lighting effects of the current.

Note.—In both Physics and Chemistry, practice in the preparation and manipulation of apparatus should form part of the course. Where practicable, the course should also include simple operations in glass-blowing and lathe work, and in hard and soft soldering.

CHEMISTRY

Second Year

November to April

Air: Its constituents; combustion in air, and resulting changes; detection of carbon dioxide and water vapour in air; rusting of a metal such as iron in the air, and how it affects the air.

Water: Decomposition of into its elements; the obtaining of pure water, and how it differs from ordinary water.

Carbon: Its presence in plant and animal substances; combustion of carbon, and limewater test for carbon dioxide.

APPENDIX C

A Seasonal Course in Art for the Lower School

The following is to be taken not as a detailed prescription of the course of instruction in Art, but rather as a guide to the inexperienced teacher as to source—material, and a natural order of exercises. In order to adapt the lessons to the available materials for study, nature drawing and colour study should be combined in spring and autumn. The winter months lend themselves more readily to the study of the principles of perspective, model and object drawing, and design. This list of subjects is not intended to be exhaustive. Enough, however, has been given to allow a choice to be made.

FIRST YEAR

September and October

The first lesson should deal with (*a*) the necessary materials, (*b*) their care, (*c*) the proposed method of orderly procedure.

A study of the alphabet as used in the freehand lettering of an appropriate motto (pencil).

Brush Drawings (in black ink or black paint); (*a*) with single strokes, (*b*) with filled spaces; of grasses (in head), bulrushes, milkweed (pods and stems), clover, daisies, golden rod, teasel, etc.

Brush Drawings (in shaded monochrome—two tones); spray of leaves, apple spray with fruit and leaves, onions, poppy heads and stems, etc.

Crayon Drawings of objects of the same character as above.

Brush Washes in appropriate tints (1) plain, (2) graded; painting upon these a spray of some simple autumn flower, such as the daisy, clover, golden rod, etc.

Painting an autumn landscape from an outline drawn by the teacher.

Picture study, based on the following, at appropriate times during the two months:—

Portrait of George Gyze, by Holbein, The Last Supper, by Da Vinci,
The Gleaner, by Jules Breton, *or* The Gleaners, by Millet.
Æsop, by Velasquez. The Little Scholar, by Bouguereau.

November and December

Drawing the simpler type objects, alone and in groups. The objects in skeleton form should be used for the study of perspective: the solid objects for light and shade, and composition: (*a*) the sphere, (*b*) the cube, (*c*) a group consisting of a sphere, cylinder and square prism, (*d*) a group consisting of a square pyramid, cone and cube, etc.

Lettering continued. A literary quotation, neatly centred on the page (in ink).

Design—A Thanksgiving Programme or Menu Cover.
A Christmas Book Cover, or Christmas Card.
A Calendar for the New Year, or Sofa Cushion Cover.

Picture Study, based on the following, at appropriate times during the two months:

The Sistine Madonna, by Raphael, Moses, by Michel Angelo,
Mother and Child by George De Forest Brush, *or* The Fog Warning, by Winslow Homer

January, February, and March

Review of the laws of Composition and of Light and Shade.

Still Life Drawings in light and shade with appropriate background.

A chalk-box with lid partly drawn.

A group of books.

A group of garden material, such as watering can and flower pots, etc.

A group of pottery, such as a cup, saucer, and teapot.

Making drawings of the trees of winter: poplars, maples, etc., in outline; evergreens, such as pines, cedars, balsams, in silhouette.

Memory Drawing.

Figure drawing: (*a*) Boys in turn posing before the class to represent:

The batter, pitcher, or catcher in baseball.

The young fisherman, the skater, etc.

(*b*) Girls in turn posing before the class to represent:

Skipping or serving at tennis.

Sewing or reading, etc.

Painting a simple winter landscape from an outline supplied by the teacher. Making drawings to illustrate any one of the following:

(1) "Far off, three mountain tops,
Three silent pinnacles of aged snow,
Stood sunset flushed."

(2) "On either side the river lie
Long fields of barley and of rye
That clothe the wold and meet the sky
And thro' the field the road runs by
To many-tower'd Camelot."

Picture Study, based on the following, at appropriate intervals during the three months:

The Surrender of Breda, by Velasquez.
The Syndics, by Rembrandt.
1814, by Meissonnier.

or

The Tailor, by Maroni.
Man with the Glove, by Titian.
The Death of Cæsar, by Gerome.

April, May and June

Painting trees in leaf (alone or in groups with simple background of fence, or hillside, etc.). Select known trees, preferably those drawn in winter in outline and silhouette, such as the poplar, pine, apple, oak, maple, cedar, elm, etc.

Paint the following:

Pussy-willows or catkins,
Small bunch of violets or spring beauties,
Small vase of periwinkles,
Jack-in-the-pulpit,
Hepatica plant on a piece of rotten wood,
Small bunch of dog tooth violets,
A plant of pansies in bloom.

Painting a simple spring landscape from an outline supplied by the teacher. Making a pencil drawing or a water-colour to illustrate:

(1) "Upon a pasture hill a pine tree stands,
And in the air holds up its slender hands."

(2) "I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn."

(3) "We're going fishing in the creek
With bran new hook and line,
We're going hunting in the woods,
O, holidays are fine."

(4) "Break, break, break,
At the foot of thy crags, O Sea!"

(5) "The summer sun is sinking low;
Only the tree-tops redden and glow;
Only the weather-cock on the spire
Of the neighbouring church is a flame of fire!
All is in shadow below."

Designing a portfolio cover for the year's work (with motif conventionalized from some flower, leaf, insect or other natural object drawn during the year).

Picture Study based on the following, at appropriate intervals during the three months:

Children of Charles I, by Vandyke
Spring, by Mauve
The Haymakers, or The Escaped Cow, } by Julien Duprè

or

The Painter's Sons, by Rubens
Spring, by Danbigny, or
At the Watering Trough, by Dagnan-Bouveret, or
The Sower, by Millet.

SECOND YEAR

September and October

Drawing and painting an arrangement of or selection from the following and similar objects, exemplifying the proper application of the laws of composition and design:

Sprays of the closed blue gentian.
Rose leaves and hips.
Clumps of mushrooms or fungi.
Nasturtium leaves and flowers.
Sprays of sweet peas.
Autumn beech leaves or autumn maple leaves.
The golden rod, wild carrot, or purple asters.
Mullein stalks, leaves and seed.
A basket of apples.
A box of onions.
A pile of vegetables.
A plate of fruit.

Painting an autumn landscape of local interest, such as:
"The pasture field bars" (shaded by a haw tree).
"On the edge of the forest."
"An autumn hillside."
"A fence corner aglow with autumn flowers."

Making a pencil or coloured crayon sketch to illustrate:

1. "Milking Time."

2. "The Old Swimming Hole."

3. "August is laughing in the sky,
Laughing while paddle, canoe and I
Drift, drift,
Where the hills uplift
On either side of the current swift."

4. "I saw her singing at her work,
And o'er the sickle bending."

Picture study based on the following, at appropriate intervals during the two months:

A Family Group, by Franz Hals
or
The Laughing Cavalier, by Franz Hals
The Frugal Meal, by Israels

or

The Concert, by Terborg

The Coming Storm, by George Inness.

November and December

Arranging according to the laws of composition and drawing:

A group of kitchen utensils.
A group of coloured pottery.
A hat, coat, chair and satchel.
A paper knife, magazine and two books.

Designing and making a stencil for a wall-paper border.

Designing a table centrepiece with motif conventionalized from some natural form drawn during the autumn.

Lettering continued using the Lombardic, Monastic, or Old English Text, and designing a Christmas card using the alphabet chosen.

Picture study based on the following, at appropriate intervals during the two months:

The Holy Night, by Correggio
Portrait of his Mother, by Whistler *or* The Holy Family, by Murillo
The Finding of Christ in the Temple, by Holman Hunt.

January, February, March

Drawing from the cast:

Classic ornament, such as, the egg and dart pattern, honeysuckle pattern, acanthus leaf, etc.
The Victory of Samothrace.
The bust of Diana of Versailles.

Drawing and painting a winter landscape of the same location used for the autumn landscape.

Figure drawing:

Two members of the class posing together to illustrate a tug of war, a game of marbles, going fishing, batter and catcher, having a chat, etc.

Making a pencil or water-colour sketch to illustrate:

1. "There by the sheepfold, sometimes was he seen,
Sitting alone, or with his faithful dog,
Then old, beside him, lying at his feet."

2. "This little bay, a quiet road
That holds in shelter the abode."

3. "Walk now among the forest trees;
Saidst thou that they were stripped and bare!
Each heavy bough is bending down
With snowy leaves and flowers, the crown
Which winter regally doth wear."

Picture study based on the following, at appropriate intervals during the three months:

The Marriage at Cana, by Veronese
Ulysses deriding Polyphemus, by Turner
Napoleon on board the Bellerophon, by Orchardson.
or Grace before Meat, by Chardin
The Age of Innocence, by Reynolds
The Boyhood of Raleigh, by Millais.

April, May, June

Drawing from the object:
A vase of daffodils (1) in pencil (2) in water colours.

Painting in water colours:
A spray of apple blossoms, or
A spray of cherry blossoms, or
A spray of wild rose blooms.

Drawing in pencil (sketches to be made outside):
A hen coop with hen and chickens (background of fence and shrubbery), or
A dog kennel and dog, shaded by a maple tree.

Painting in water colours:
A man ploughing in a field, or
A boy fishing from a boat or pier.

Illustrating the following:

1. "My heart leaps up when I behold
A rainbow in the sky."

2. "The noisy geese that gabbled o'er the pool."

3. "Where the quiet-coloured end of evening smiles,
Miles and miles,
On the solitary pasture where our sheep,
Half-asleep,
Tinkle homeward thro' the twilight."

Designing a portfolio cover for the year's art work with a motif conventionalized from daffodil, apple blossom, or the wild rose.

Picture study based on the following at suitable times during the spring months.

The Cornfield, by Constable		Forest of Fontainebleau, by Rousseau
The Lake, by Corot	*or*	Shoeing the Bay Mare, by Landseer
Caritas, by Abbot Thayer		A Reading from Homer, by Alma-Tadema.

APPENDIX D

Manual Training

FIRST YEAR

Drawing.—Simple plans and elevations. Correct use of drawing board, T square, triangles and compasses. Construction of the common geometrical figures. Simple lettering and figuring. Working drawings of objects made, either full size or to scale.

Wood Work.—Growth, structure, and identification of the woods used in the manufactures of the locality. Warping, twisting, checking: how caused and counteracted. Making of simple objects according to drawings previously prepared. Proper use of nails, screws, and glue. Use of simple joints in articles made; for example, end half lap, centre half lap, mitre, housing. Use and mechanical construction of common woodworking tools as exemplified in the making of a series of

useful objects. Construction of simple school apparatus. At least every alternate piece of work shall be kept for inspection.

SECOND YEAR

Drawing.—Elementary orthographic and isometric projection. Simple sections. More advanced geometrical drawing. Freehand dimensioned sketches. Inking, tracing, lettering, and blue printing. Working drawings of objects made.

Wood Work.—Growth, structure, and identification of the woods used in the locality. Tool sharpening. Common joints used in various kinds of wood work —scarfing, simple dovetail, mortise and tenon, tongue and grooved joint—their use in making objects such as boxes, drawers, tables, book-cases, etc. Fastenings with dowels, pins, cleats, wedges, etc. Calculations from drawings and specifications of lumber required for articles made and cost. At least every alternate piece of work must be kept for inspection.

Various methods of finishing, as staining, fuming, filling, shellacing, oiling.

Wood Turning.—Explanation of the lathe, its action, speed, parts, care, and use. The gouge, correct position, turning rough cylinder. The skew chisel; reason for grinding both sides and at an angle. Concave surfaces with skew chisel. Irregular curves and spindle work. V grooves, beads and hollows. The introduction of hard wood and sand paper; exercises in turning handles. Face plate turning, chuck work, boxes with covers, powder box, napkin ring, goblet, etc. Every piece of work must be kept for inspection.

Forging.—The forge, the fire, the heat, the height of anvil, and its position.

The ordinary tools, how to use and care for them. Hammer, sledge, chisel, fuller, and swage. Drawing, forming, upsetting, bending, and twisting iron, stamping and forge-blacking the finished piece, exercises of simple design and construction, gate hook, turning eye and hook. Scarfing, bending, and welding. Every piece of work must be kept for inspection.

Machine Shop Practice.—Simple ornamental work in brass, copper, and iron. The making of simple objects such as watch fobs, paper knives, blotter corners, trays, bowls, etc.

Simple chipping and filing. Use of measuring and marking tools.

An elementary study of the engine lathe: its parts, adjustment and working. Proper tool angles and cutting speeds and feeds. The exercises taken should, where possible, involve completed objects. All work must be kept for inspection.

APPENDIX E

Household Science

FIRST YEAR

Cleaning, Cookery, Foods.

NOTE.—**The extent of the review of the course in Form IV of the Public Schools and the length of time spent on it must be determined by the work previously done by the pupils, but the following should be taken up:**

The methods of cooking, except frying; best methods of cleaning dishes, dish-towels, sinks, wooden surfaces, nickel, silver, aluminum; the necessary elements in food and their uses to the body; the food elements in milk, eggs, meat or fish, fruit, vegetables, seeds; the effect of heat on these, exemplified by cooking milk, eggs, meat, vegetables, and cereals; planning simple home meals; principles involved in the preservation of food; compartments and dampers in kitchen stove, with the care of it in laying and lighting the fire and managing the oven.

The House.—This subject is taken chiefly to form new standpoints of thought and it is intended that two or three lessons shall cover it completely.

The following points shall be considered in a very general way:

Site (soil, slope, sun, exposure, environment).

Plan (material, number, size and relation of rooms).

Lighting (candles, coal-oil, gas, electricity, considered from standpoints of lighting power, heat; vitiation of air, care and cost).

Heating (fire-places, stoves, hot-air and hot-water furnaces considered and compared).

Ventilating (sources of house-air impurities, purpose of ventilation, simple home methods).

Furnishing (material, form, colour, care required when in use).

Laundry Work.—Necessary materials (water, alkalies, soap, blueing, starch), and the action of each; processes in washing, ironing, and starching.

NOTE.—These points are intended to be taught simply (not technically), and for actual practice. In schools where there is no laundry equipment, the order of work may be developed in class, and the practice carried out at home.

Home-Nursing and Sanitation.—Review of the course for Form IV of the Public Schools.

NOTE.—The course may be extended if time permit. Where no equipment is provided, a doll's bed may serve.

SECOND YEAR

Cookery, Foods.—Review of the first year's course, and its extension to more advanced cookery.

NOTE.—In the advanced cookery, the dishes should be chosen according to the demands of the home life of the pupils.

Marketing.—Seasons for domestic and well-known imported foods; current prices of food; practice in buying.

NOTE.—If possible markets and shops should be visited and pupils given the responsibility of buying home and school supplies.

Entertaining.—Writing of invitations and replies, planning and preparation for guests; duties of hostess.

NOTE.—In school, one theoretical and one practical lesson will be sufficient for this. Practice may be obtained in entertaining at home.

Household Accounts.—Systematic spending of the income; keeping account of household expenses.

APPENDIX F

Agriculture and Horticulture

For guidance in carrying out the course the teacher should apply to the Director of Elementary Agricultural Education, Ontario Agricultural College, Guelph. and for the circulars dealing with the details, to the Deputy Minister of Education.

Subject to the approval of the Director, modifications may be made of the following to suit local conditions.

LOWER SCHOOL

First Year

September

Physics: Measurements of fields and surveys for drainage; needs, value and method of drainage.

Gardening: Selection, purchase and outdoor planting of bulbs; methods of potting and forcing bulbs for winter bloom.

October

Plant Studies: Field studies of weeds; habit of growth and seed distribution; methods of eradication.

Fruit Growing: Fall management of orchard, pruning and cultivation; methods and systems of fruit packing; work of co-operative fruit associations; law relating to fruit marking, etc.

Beekeeping: Management of bees in fall and winter.

November

Poultry: Housing, feeding and management of poultry in winter; fattening and marketing; breeds.

Horticulture: Cutting scions from fruit trees to store for root-grafting in winter. Planting apple seeds for production of seedlings.

December

Chemistry: Simple study of plant substances, such as determination of moisture, carbon, ash, starch, and gluten; simple studies of soils, insecticides, fungicides and common substances used on the farm.

School Meeting: Public meeting at school at which reports on work done will be given and prizes distributed.

January

School Progress Club: Organization and plans for home project work; arrangements for preliminary reading, recording, and supervising work.

Dairying: Milk testing with Babcock tester; care of milk and pasteurization; use of lactometer; individual cow records and herd improvement; care of dairy herd; construction of dairy stables.

February

Botany: Determination of weed seed impurities in clover seed, etc.; germination tests of farm and garden seeds; Seed Control Act; methods of combating weeds.

March

Soil Studies: Simple physical analyses of different classes; comparisons by weight; determination of air and water capacities, capillarity; effects of frost, lime and humus on clay.

Gardening: Preparation, care and uses of hot bed and cold frame; methods of growing potatoes, onions, rhubarb, lettuce, cabbage, tomatoes, etc., for early crops; small fruit culture; methods of growing strawberries, raspberries, currants, grapes, etc.

April

Poultry: Incubation, brooding and rearing of chicks; management of poultry in summer.

Gardening: Beautifying of home surroundings; plans for home gardens; preparation of soil; selection of varieties; planting tables; care of growing plants.

May

Garden Work: Preparation and planting of experimental and demonstration plots in school garden; work in home gardens.

Beekeeping: Colony studies to learn organization, life histories and work of bees; construction of hives; methods of handling.

Botany: Study of flowers of fruit trees, the setting and development of fruit; natural and artificial fertilization; flowers and seed-development of forest and shade trees.

June

Insects: Recognition, life histories, work and remedies for insects injurious to orchard and garden; spraying mixtures and application.

Botany: Study of economic plants, such as grasses, ornamental shrubbery, garden flowers.

Crop Improvement: Plans for selecting choicest seed of grains, vegetables or flowers for next year's growing; work of Canadian Seed Growers' Association.

July and August

Supervision of Practical Work: Reports on care and management of school experimental plots and home projects of pupils.

Second Year

September

Gardening: Storing vegetables, fruits and house plants for winter; methods of winter forcing of rhubarb, swiss chard, etc.

Bacteriology: Moulds and bacteria in relation to canning and preserving; methods of canning. Work of bacteria in soil; legume bacteria.

October

School Exhibit: Exhibition of pupils' and school's work at school or local fair.

Horticulture: Preparation for winter of tender climbing plants, shrubs and flowers; lifting, dividing and replanting perennials.

Home Projects: Reports on home gardening projects and summarizing results.

November

Farm Animals: Breeds of cows, horses, sheep and swine; practice in using score cards, telling of age of horses by teeth; care and management of farm animals; construction of stables.

December

Agricultural Arithmetic: Estimating of holding capacities of mows, bins, wagon boxes, silos, cisterns, wells, troughs, barrels, milk utensils; estimates of weights of hay loads, stacks, manure piles; estimate of sand, cement, lime, brick, stone or lumber required in building barns, sheds, silos, etc.

Rural Economics: Laws relating to agriculture; organizations for advancing agriculture; co-operative associations; value of good roads; rural advancement, etc.

January

Dairying: Simple analysis of milk to show albumin, casein and sugar; composition and value of whey and buttermilk; experiments to show effects of bacterial or mould contamination; construction, care and advantages of cream separator; manufacture of butter and cheese; dairy manufacturing; visit to creamery or evaporator.

February

Farm Crops: Kinds of farming and the best kinds for the neighbourhood; crops best suited to locality and best varieties of grains; methods of crop improvement; system of rotations and values; plans for model farms.

March

Physics: Principles of farm machines or appliances; simple experiments with pulleys, levers, etc.

Chemistry: Uses of manures and fertilizers; examination, indentifications and simple tests for common commercial fertilizers; calculation of values and proportions in which to be mixed.

April

Fruit Growing: Selection of location and planting plans for orchards; varieties suited for local planting; orchard management and care; methods of pruning and grafting.

Agriculture: Methods of soil cultivation; best times and methods of seeding. Farm management: care of machinery, costs of manuring, soil preparation, seeding, harvesting, threshing and marketing.

May

Garden Work: Work in home gardens or school plots.

Botany: First year's work continued.

Beekeeping: First year's work continued.

June

Insects: First year's work continued.

Botany: First year's work continued with study of common plant diseases and treatment for them.

Horticulture: Methods of budding and propagation by cuttings.

July and August

Supervision of Practical Work: Reports on care and management of school experimental plots and home projects of pupils.

MIDDLE SCHOOL

The instruction should be given on topics included in the course outlined below. The selection of the topics will be determined by the local interests involved.

1. *Field Husbandry*: History of agriculture; different systems of farming different kinds of soil; rotation of crops, of farm crops in their relation to drainage; application of manures; green manuring; preparation of the land for the different crops; methods of cleaning, testing, and selecting farm seeds; study of cereals, roots, fodder crops, grasses, clovers, and other farm crops; sowing, harvesting, preserving, marketing.

2. *Animal Husbandry*: A study of the history and characteristics of the principal breeds of live stock, including light and heavy horses, beef and dairy cattle, sheep and swine; feeding and management; principles of breeding; registration of pedigrees; market requirements.

Visits to local farms, and practical work in judging stock.

3. *Dairy Husbandry*: The herds: formation, care, and management of a dairy herd, rearing of calves; dairy stables; lighting, cleaning, and ventilating; individual cow records. The milk: care of milk; elementary, chemical and bacteriological study of milk. The home dairy: running of hand separators and care of dairy utensils; manufacture, packing, and marketing of butter.

Visits to local creameries and cheese factories, and a study of factory methods of manufacture, packing and marketing.

4. *Poultry Husbandry*: The most valuable breeds and varieties of hens, ducks, geese, and turkeys, their characteristic points and peculiarities; various methods of housing poultry; incubation, brooding, and rearing of chickens; general methods of feeding and management; market conditions; the fattening and dressing of poultry for home and foreign markets.

5. *Beekeeping*: Management, wintering, swarm control, honey production, increase, queen-rearing, symptoms and treatment of disease.

6. *Horticulture*: Treatment of fruit plantations: cultivation, grafting, spraying; value of cover crops; methods of growing and caring for vegetables; selection of varieties; study of insect and fungus diseases affecting fruit and vegetables; care, storing, and marketing of fruit.

7. *Forestry*: Forestry as related to the farm; classification of the common forest trees, the establishment, care and protection of the wood-lot; varieties and methods for roadside planting and shelter belts.

8. *Agricultural Botany*: Identification and eradication of weeds and weed seeds, Seed Control Act and its application; experiments to show seed germination and growth of plants; the relation of plants to soil, air, light, temperature, and moisture; systematic study of the structure of cereals, grasses, legumes, and roots; plant diseases: smut, rust, mildew, etc.; how to recognize and combat them; collecting, pressing, and mounting of weeds and grasses and weed seeds.

9. *Entomology*: A practical course in economic insects, identification, habits, and life histories; a close study of the more important insects, by means of breeding and rearing cages; insecticides; collecting of injurious and beneficial insects and samples of their work.

10. *Agricultural Physics*: Soil: classification and physical examination, origin, and mode of formation; soil forming, soil-forming rocks and minerals; behaviour towards moisture. Surveying and drainage; measurement of fields and

farms with the chain; calculating areas and drawing plans; use of various instruments for determining levels, preparing plans for drainage; methods of digging, laying of tile, and filling of trench; calculations concerning required size of tile and cost of various systems. Conservation of moisture by drainage, mulching, and cultivation; capillarity and its relation to plant growth. Water capacity of different soils. Mechanics: principles of farm machinery; principles of ventilation, lighting and heating.

11. *Agricultural Chemistry*: Chemical composition of soils; elements used by plants; availability and assimilation of plant food in the soil; application of fertilizers; absorption and retention of important constituents, as nitrogen, phosphoric acid, and potash; insecticides and fungicides; their composition and proper mixture.

APPENDIX G

Mediaeval and Modern History

The following are the details of the course in Mediæval and Modern History:

For Study in Outline:

The Roman Empire: Its extent and mode of Government; the life of its citizens and subjects; the causes of its decline.

The Rise of Christianity within the Empire: its relations with the government.

The Barbarian Invasion: the chief tribes and their migration; the most conspicuous names (Attila, Alaric, Odoacer, Clovis, Theodoric) and dates; the results.

The growth of the Church: the Bishop of Rome; his position in the church and in Italy; his relation to the Empire and to foreign powers; the work of Gregory the Great; the rise of monasticism; the rule of St. Benedict; the conversion of the Germans.

The Empire of Charles the Great: its rise and extent; his methods of administration; his interests in education and building; his religious and political aims; causes of disruption of his empire.

The growth of Feudalism: its origin; a typical feudal estate and the relations of its members to one another; causes of its decay.

The rise of Royal power in France: the expansion of the Norman race; Philip Augustus; St. Louis.

The German Kings and the Empire: their struggles with the Popes; Henry III, Henry IV; Frederick Barbarossa, Frederick II; the decay of the Empire.

The position of the church in Mediæval Society and political life; its organization; the investiture struggle; the jurisdiction of its courts; the monks and the friars; Gregory VII, Innocent III.

The Crusades: causes leading to them; events of the first crusade; effects of the crusades on Europe.

Social life in the Middle ages: daily life on a feudal estate; rise of the towns; commerce of the Italian cities and the Hanseatic League; rise of the Universities, state of learning and means of education.

For Study in Greater Detail: 1492-1603.

The Renaissance.

Voyages of discovery and exploration.

Europe at the beginning of the 16th century, conditions in England, Germany, Spain, the Netherlands, previous to the Reformation.

The growth of the royal power and the rise of the modern nations.

The Protestant Revolt: the Catholic Reformation; Charles V and Philip II; France during the religious struggles; the Revolt of the Netherlands.

The Elizabethan Period in literature.

For Study in Outline: 1603-1763.

The Thirty Years' War: its causes; the position of Austria and of France; the career of Gustavus Adolphus; the peace of Westphalia; effect of the war.

The struggle for the supremacy of Parliament in England. France under Louis XIV. The rise of Russia and Prussia; the Seven Years' War, 1756-1763.

For Study in Greater Detail: 1763-1885:

The American Revolution.

The French Revolution; its causes, main events and leading figures.

The Napoleonic Empire: the uprising of the nations against Napoleon.

Europe in 1815; the period of repression under Metternich.

The growth of the Democratic spirit; the revolutions of 1830 and 1848.

The growth of the National spirit in Italy and Germany, in the United States, in the federations of British colonies, Canada, Australia, and South Africa.

The Industrial Revolution; modern inventions; world commerce.

Modern colonial expansion and emigration; the growth of the British Empire.

The rise of world politics; the Eastern question; the Congress of Berlin and the balance of power in Europe.

APPENDIX H

Apparatus

LOWER SCHOOL

Physics and Chemistry

	Probable Cost
1 Metric Scale, one foot long. The ordinary School rulers graduated in inches and centimeters will answer	$0 02
1 Meter Stick	0 50
1 Caliper, Simple form	0 50
1 Dissected Litre Block	2 00
1 Pinch-cock	0 15
1 Burette, Mohr's, 50 C.C. graduated in tenths	2 00
1 Measuring Cylinder, 100 C.C. graduated	0 80
3 Beakers, different sizes	0 55
1 Air Pump and Receiver	10 00
1 Elastic Rubber Balloon. A toy balloon answers well	0 10
1 Pendulum Bob	0 25
1 Physical Balance, with set of Metric Weights	8 50
1 Spirit Lamp or Bunsen Burner	0 40
1 Spring Balance	0 50
1 Glass Battery Jar, 9 in. deep, 8 in. diam.	0 50

	Probable Cost
1 Mortar and Pestle	$0 35
2 Thistle Tubes .....Each 15c.....	0 30
1 Transmission of Pressure Apparatus	0 75
1 Archimedes Principle	1 75
1 Globe for Weighing Air	3 00
1 Barometer Tube, heavy glass	0 50
1 Mariotte's Law Tube	1 50
1 Lift Pump, Glass Model	1 25
1 Force Pump, Glass model	1 25
1 Hydraulic Press, Glass Model	2 00
1 Filter Funnel	0 10
1 Retort Stand (two rings)	0 50
3 Small Florence Flasks with perforated rubber corks to fit	0 45
1 Florence Flask with wide mouth	0 25
1 Rubber Cork with two holes to fit Florence Flask with large mouth	0 15
1 Hydrometer Jar	0 45
1 Porous Cup	0 70
1 Specific Gravity Bottle	0 75
1 Weighted Wooden Prism, 1 square centimeter in section	0 25
1 Tuning Fork, simple form	0 20
1 Brass Rod for showing the production of Sound by longitudinal vibrations of rod	0 30
1 Whistle	0 10
1 Coil Spring, about 1 in. in diameter and 2 feet long	0 25
1 Bell in Vacuo	1 50
1 Glass Tube, about 2 cm. in diameter and 30 cm. long	0 15
1 Glass Tube, about 3 cm. in diameter and 50 cm. long	0 30
1 Whirling Machine	3 50
Cardboard Discs for Whirling Machine to show reflection of sound	0 50
1 Toothed Wheel with ring of holes to attach to Whirling machine to illustrate pitch of sound	2 00
1 Spool Piano Wire	0 10
1 Toy Trumpet	0 10
1 Ball and Ring	1 00
1 Compound Bar	1 00
1 Thermometer graduated in both Centigrade and Fahrenheit Degrees	1 00
1 Differential Thermometer	2 50
1 Calorimeter	2 00
1 Conductometer	1 50
1 Cardboard Screen with frame	0 50
1 Reflection of Light Apparatus, to be fitted also for reflection of sound	3 00
1 Plane Mirror (small)	0 25
1 Convex Lens (Reading Glass will answer)	0 50
1 Triangular Glass Prism	0 50
Pieces of Red, Green, and Blue Glass	0 10
Lodestone (small piece)	0 50
2 Bar Magnets	0 50

	Probable Cost
1 Horseshoe Magnet	$0 25
1 Compass	0 25
1 Bar Soft Iron, Round, 6 in. long	0 20
Sheet Zinc and Sheet Copper (Pair Elements)	0 15
2 Dry Cells . . . each 35c	0 70
1 Spool Double-Covered Magnet Wire, No. 20, to be used for making Electro-Magnets, etc.	0 30
1 Small Incandescent Lamp (3 volts)	0 25
1 Pneumatic Trough	0 40
4 Glass Bottles (Pickle bottles will answer)	0 10
4 Glass Slips, 2 inches square, to cover mouth of bottles	0 05
3 Soup Plates	0 20
3 Hard Glass Test Tubes	0 30
1 Test Tube Rack	0 25
4 Reagent Bottles, 4 oz.	0 50
½ Doz. Test Tubes, 5 in. x ¾ in. per doz.	0 25
1 Doz. Test Tubes, 4 in. x ½ in. per doz.	0 15
2 U-Tubes, 6 in. x ¾ in. each	0 10
1 lb. Glass Tubing (soft) ⅛ in. to ¼ in.	0 60
1 Retort, stoppered, 4 oz.	0 25
1 Lamp Chimney (large)	0 10
1 Electrolytic Apparatus	1 25
2 yds. Rubber Tubing 3-16 in. inside, red per ft.	0 10
Pieces of Mica	0 10
1 Package of Picture Wire	0 10
2 Files, one round, one triangular each	0 15
2 Doz. Corks, assorted	0 10
1 Package Filtering Paper, Circles, 6 in.	0 25
Candles	0 10
½ Doz. Sheets Litmus Paper	0 30
1 Sq. ft. Sheet Rubber per sq. ft.	0 25
Wire Gauze	0 15
Sealing Wax Large stick	0 25
1 Small Vice for clamping wires	0 40

Chemicals

Zinc, granulated, 1 lb.	0 20
Copper clippings (sheet or wire), 1 lb	0 50
Iron Filings, 1 lb	0 05
Charcoal (may be had from plumber)	0 25
Coal (pieces of hard and soft)	
Mercury, 2 lbs.	2 00
Sodium, 1 oz.	0 25
Potassium, 2 drams dram	0 25
Oxide of Mercury, red, 1 oz.	0 25
Oxide of Copper, 1 oz.	0 15
Manganese, dioxide, ½ lb.	0 10
Calcium oxide (Lime, lumps)	

	Probable Cost
Sodium, hydroxide, ¼ lb.	$0 25
Potassium chlorate, 1 lb.	0 25
Potassium nitrate, 4 oz.	0 10
Potassium permanganate, 2 oz.	0 15
Calcium chloride (lumps)	
Ammonia solution, 8 oz.	0 10
Ammonium nitrate, 4 oz.	0 10
Ammonium chloride, 6 oz.	0 10
Calcium carbonate, lumps of limestone, calcite, chalk, animal shells	
Carbon, specimens of coal, charcoal, graphite, lampblack	
Sulphuric acid, 1 lb.	0 05
Nitric acid, 1 lb.	0 05
Hydrochloric acid, 8 oz.	0 05
Yellow Phosphorus, 1 oz.	0 05

Botany and Zoology

For the work in Botany and Zoology each pupil should be provided with a pocket magnifier (30-50 cents). A compound microscope ($11.00) should also form part of the school equipment for this work. These, together with a dozen glass slips and cover glasses and a couple of needles mounted in wooden handles, will be found to be all that is necessary for the course. Breeding cages for observing the development of insects may be made from waste crayon boxes or soap boxes by covering one side or end with mosquito netting or a pane of glass.

MIDDLE SCHOOL

NOTE.—The pieces marked with an asterisk should form part of the sets for pupils' use in groups of two or four.

Mechanics and Hydrostatics

	Probable limit of cost. Min.	Max.
*2 Thistle Tubes	$ 0 05—	$ 0 06
*1 Metric Scale, one foot long. The ordinary School rules graduated in inches and centimetres will answer	05—	10
*1 Meter Stick	30—	35
*1 Calipers, Simple form	25—	28
1 Dissected Litre Block	1 50—	2 00
*1 Pinch-Cock		10
*1 Burette, Mohr's, 50 C.C. graduated in tenths		1 50
*1 Measuring Cylinder, 100 C.C. graduated	50—	60
*3 Beakers, different sizes, lot	30—	33
*1 Pendulum Bob	20—	25
*1 Physical Balance, with set of Metric Weights	6 00—	15 00
*1 Spirit Lamp or Bunsen Burner	25—	50
*3 Spring Balance, graduated ounces and grains, each	60—	90
*1 Glass Battery Jar, 6 in. deep, 8 in. diam.		35
*1 Mortar and Pestle	20—	25
*1 Pair Single Pulleys	25—	50
1 Pair Double Pulleys	45—	50

		Probable limit of cost. Min.	Max.
1	Wheel and Axle (Wood)	$1 15—	$1 50
1	Inclined Plane and Car	3 75—	4 80
1	Vernier Calipers (optional)	1 75—	5 00
1	Micrometer Wire Gauge (optional)	3 00—	5 00
1	Air Pump and Receiver	10 00—	30 00
1	Elastic Rubber Balloon. A toy balloon answers well	08—	09
1	Transmission of Pressure Apparatus		1 75
1	Archimedes Principle	1 45—	1 50
1	Globe for weighing Air		3 00
1	Barometer Tube, heavy glass		35
1	Mariotte's Law Tube	70—	75
1	Lift Pump, Glass Model	1 25—	1 30
1	Force Pump, Glass Model	1 25—	1 50
1	Hydraulic Press, Glass Model		1 50
1	Filter Funnel	08—	10
*1	Retort Stand (two rings)	40—	50
*3	Small Florence Flasks with perforated rubber corks to fit	10—	40
*1	Florence Flask with wide mouth	10—	13
*1	Rubber Cork with two holes to fit Florence Flask with large mouth	08—	12
*1	Hydrometer Jar		40
*1	Porous Cup	15—	20
*1	Specific Gravity Bottle	60—	1 35
*1	Weighted Wooden Prism, 1 square centimeter in section	10—	20
1	Hydrometer for Heavy Liquids	45—	75
1	Hydrometer for Light Liquids	45—	75
1	Aneroid Barometer	5 00—	10 00
*1	Set Capillary Tubes	75—	85
1	Baroscope	2 00—	3 00

Sound

1	Brass Rod for showing the production of Sound by longitudinal vibrations of rods	$0 25—	$1 30
1	Whistle		10
1	Coil Spring, about 1 inch in diameter and 2 feet long		20
1	Bell in Vacuo	1 80—	2 50
1	Whirling machine		5 00
1	Toothed Wheel with ring of holes to attach to Whirling Machine to illustrate Pitch and Sound	4 00—	5 00
1	Clamp for Vibrating Plates	1 25—	2 50
2	Brass Plates, one square, one circular	1 00—	2 50
1	Sonometer	5 00—	10 00
1	Violin Bow	75—	1 50
*1	Tuning Fork-A	20—	25
2	Tuning Forks-C, mounted on Resonance Boxes, each	3 00—	8 00
2	Large Concave Mirrors for Reflection of Sound, each	2 00—	3 00
1	Interference Apparatus		5 00
1	Siren (optional)	5 00—	30 00

		Probable limit of cost. Min.	Max.
	Glass Tubes of various sizes and lengths for showing Vibrations for Air Columns	$ 75—	$1 50
1	Organ Pipe with Glass Front		2 50
1	Tambourine to use with the above	25—	50
1	Manometric Flame Apparatus	5 00—	10 00
2	Troughs for showing that waves travel faster in deep than in shallow water	1 50—	3 00
1	Kundt's Tube for finding velocity of sound in a solid (optional)	3 75—	5 00

Heat

1	Ball and Ring	$1 00—	$1 25
1	Compound Bar	40—	50
*1	Thermometer, graduated in both Centigrade and Fahrenheit Degrees		70
1	Differential Thermometer	1 50—	3 50
*1	Calorimeter	1 50—	2 00
1	Fire Syringe	1 50—	2 00
1	Apparatus for determining the coefficient of linear expansion in a metal	2 25—	5 00
*1	Apparatus for testing "Boiling Point" in a Thermometer		1 50
1	Maximum Thermometer	2 00—	6 00
1	Minimum Thermometer	2 00—	5 40
1	Hope's Apparatus for showing Maximum Density of Water	4 00—	4 50
1	Regnault's Apparatus for Finding Coefficient of Expansion of a Gas (optional)	1 50—	7 00
*1	Dew Point Instrument	1 50—	2 50
1	Wet-and-Dry Bulb Hygrometer	2 50—	6 00
1	Distillation Apparatus	1 00—	2 00
1	Cryophorus	1 00—	1 50
1	Model of Steam Engine	3 00—	10 00
1	Edser's Apparatus for Finding the Relative Conducting Powers of Metals	2 25—	2 50
1	Model Davy Safety Lamp	2 50—	3 00
1	Apparatus for Showing Principle of Ventilation	1 25—	1 50

Light

*1	Cardboard Screen with Frame	$ —	$ 50
*1	Plane Rectangular Glass Tank, to be used also as Pneumatic Trough	2 50—	3 50
*1	Plane Mirror, Mounted in Frame with Supports to Stand Vertically on the Table		3 00
1	Port Lumiere	10 00—	25 00
	or Projection Lantern	15 00—	200 00
*1	Optical Bench and Photometer, complete with Concave and Convex Mirrors and Set of Demonstration Lenses	5 50—	20 00
1	Optical Disc and Refraction Tank		17 50
1	Refraction Tank		3 50
1	Rotating Mirror, mounted on stand	2 50—	4 00
*2	60° Glass Prisms	70—	2 00

		Probable limit of cost. Min.	Max.
1	Focussing Lens, large, mounted on stand	$3 00	$4 00
1	Colour Wheel for re-Composition of Light		1 50
1	Direct Vision Spectroscope	6 00	25 00
1	Telescope (optional)		5 00

Electricity and Magnetism

*2	Bar Magnets	$ 25	$ 50
1	Horse Shoe Magnet	10	20
*1	Compass		20
*1	Bar Soft Iron (round, 6 inches long)	10	15
*1	Sheet Zinc and Sheet Copper (Pair Elements)		15
*1	Galvanoscope, complete	75	2 50
4	Dry Cells	25	30
1	Spool Double Covered Magnet Wire, No. 20 to be used for making Electro-Magnets, etc.		20
4	Small Incandescent Lamps (3 volts), each		40
1	Dipping Needle	3 00	20 00
*2	Insulating Stands, for suspending pith balls, etc.	25	1 00
2	Spherical Metallic Condensers on insulation stands		2 50
2	Hollow Hemispherical Condensers with insulating handles to fit over spherical condenser		2 50
1	Cylindrical Metallic Condenser on insulating stand		2 50
*1	Glass Rod and 1 Ebonite Rod, for experiments in electrification.	35	75
1	Wimhurst Electrical Machine (optional)		25 00
*1	Gold Leaf Electroscope (fitted as a condensing electroscope)	50	10 00
2	Leyden Jars		3 00
1	Discharger for Leyden Jar		2 00
*	Strips of Zinc, Copper, Carbon, Iron, Lead and Platinum to be used in constructing the various forms of cells	50	2 00
*1	Daniell Cell	50	75
1	Lelanché Cell	50	60
*1	Water Voltameter	2 00	2 75
1	Copper Voltameter	1 50	4 50
*1	U-Shaped Tube on Stand	1 00	1 50
2	Coils with Mercury Commutator, for showing Laws of Currents, complete	1 00	3 50
1	Set of Telegraph Instruments	2 50	5 00
1	Electric Bell	50	1 00
1	Astatic Pair of Magnetic Needles	75	1 75
1	Astatic or D'Arsonval Galvanometer	5 00	10 00
1	Tangent Galvanometer	3 50	10 00
1	Ammeter	3 00	10 00
1	Voltmeter	3 00	10 00
1	Set of Coils for demonstrating the laws of current induction		3 00
1	Dynamo and Motor, showing parts and connections	12 00	30 00
1	Arc Lamp, Simple Regulator	3 00	3 30
1	Wheatstone Bridge	5 00	25 00
	Instead of the above a Meter Sliding Bridge may be used	2 50	15 00
1	Induction Coil	3 00	25 00

	Probable limit of cost. Min.	Max.
1 Set of Telephone Instruments	$4 00—	$10 00
1 Set Wireless Telegraphy Instruments (simple form)		15 00
1 X-Ray Tube		5 00

EQUIPMENT FOR GYMNASIUM

For Boys

OBLIGATORY.—Two Horizontal Bars—one at least to be adjustable to different heights. Two pairs of Parallel Bars—one to be adjustable. Travelling Rings—at least six. Horizontal Ladder. Flying Rings—two pairs. Incline Board. Jump Board. Balance Beam. Gymnasium Scale. Wooden Dumb Bells. Indian Clubs. Rifles or Wooden Rifles. Medicine Ball—6 or 8 lbs. Mattresses—thickness, 2 inches—two, four feet by ten feet; one, four feet by four feet.

OPTIONAL.—Chest-weight Machines. Suspended Parallel Bars. Wall Machine. Quarter Circle. Vaulting Buck. Wall Horizontal Bar. Knotted Rope. Striking Bag. Vaulting Standard. Folding Hurdle. Vaulting Poles. Vaulting Horse.

For Girls

OBLIGATORY.—Wands. Indian Clubs. Wooden Dumb Bells. Chest Weight Machines. Basket Ball.

OPTIONAL.—Parallel Bars. Travelling Rings. Horizontal Ladder. Flying Rings. Quarter Circle.

EQUIPMENT FOR ART

Books for the School Library

At least the following books should be in the reference library of every High School:

Art for Art's Sake, by Van Dyke	$1 50
Art for Life's Sake, by Caffin	1 25
A Child's Guide to Pictures, by Caffin	1 25
Illustrated Exercises in Design, by Branch	1 50
The Principles of Design, by Batchelder	3 00
Art Education for High Schools (Prang)	1 25
Applied Arts Drawing Books (12 nos.)	1 85
Practical Drawing, Arts and Crafts Course (complete in 8 bks.)	1 80
Apollo: The Story of Art throughout the Ages, by S. Reinach	1 50

Teachers of Art should also refer to the "School Arts Magazine," published at $2.25 per year.

Models

NOTES. (1) Adequate provision of type objects, models of common objects, and ceramics are indispensable.

(2) Under tariff item 696, maps, photographic reproductions, casts, etchings, and lithographic prints or charts are specified as free when specially imported in good faith by order of any College, Academy, School, or Seminary of learning in Canada, for use to demonstrate or to instruct students and not for sale.

The following lists are given for guidance:

1. Type objects made of wood and painted white,—the angular objects to be in skeleton form.

Cube, 12 inches face.
Sphere, 12 inches diameter.
Cylinder, 8 x 12 inches.
Cone, 8 x 12 inches.
Square Prism, 8 x 12 inches.
Square Pyramid, 8 x 12 inches.
Hexagonal Prism, 8 x 12 inches.
Circular Plinth, 8 x 2 inches.
Square Plinth, 12 x 2 inches.

2. Common objects in wood, metal or crockery; fruits, flowers, and vegetables in season (or models thereof in plaster); mounted birds and other animals for colour purposes.

3. Ceramics: Pots, kettles, drinking-glasses, pitchers, cups, vases, candlesticks, jardinieres, etc.

NOTE.—The ceramics should be chosen, not only for their individual beauty, but for their form value in grouping and their colour value in a general scheme of colour harmony.

4. Objects or parts of objects typical of local manufactures; for example, woodenware, parts of machines, samples of fabrics, wall paper, etc.

5. Unique objects, suitable for decorative purposes; Chinese lanterns and parasols, objects of Indian manufacture, ancient arms, etc.

6. Carbon reproductions, etchings, and engravings of famous buildings, landscapes, and figures should also be provided, to exemplify the laws of composition and to give the pupils some knowledge of the work of the great artists. These should be provided primarily as school decorations; they are not to be counted as Art Models.

NOTE.—In schools unable to purchase an adequate supply of the more expensive pictures, the cheap reproductions may be used to supplement. When, also, schools become acquainted with the masterpieces in this economical way, they will be better able to decide which of the more expensive reproductions to purchase.

7. Plaster casts: Plaques, busts, figures, groups of figures, and historic ornament.

For a list of suitable pictures, reproductions, and casts see *Educational Pamphlets*, No. 5: LIST OF REPRODUCTIONS OF WORKS OF ART.

EXTRACTS FROM THE HIGH AND PUBLIC SCHOOLS AND THE DEPARTMENT OF EDUCATION ACTS OF 1909, as AMENDED TO MAY 1913

NOTE.—The numbers of the sections are those of the Acts.

High Schools Act

COURSES OF STUDY

9. (1) The courses of study shall be those prescribed by the Regulations.

(2) Any high school which complies with the Regulations with respect to collegiate institutes may be raised to the rank of a collegiate institute by the Minister.

(3) The Lieutenant-Governor in Council may, upon the report of the Minister, reduce a collegiate institute to the rank of a high school.

10 (1) A board may establish classes in military instruction, appoint a qualified drill instructor and provide uniforms for such classes.

(2) A board may annually vote a sum not exceeding $150 for each high school within its jurisdiction for the encouragement of athletics and to defray the expenses of school games.

11. A high school board, a public school board and a continuation school board, or any one or more of such boards may engage the services of any person holding the degree of Bachelor of Science of Agriculture or other certificate of qualification from the Ontario Agricultural College and approved of by the Minister, to give instruction in agriculture to the pupils of their respective schools.

DUTIES OF BOARD

24. It shall be the duty of every board, and it shall have power:—

(*e*) Subject to the provisions of this Act, to fix the amount to be paid by parents and guardians for each pupil attending the school, and the times of payment, and, when necessary, to enforce payment thereof;

(*i*) To expel, on the report of the principal, any pupil whose conduct may be deemed injurious to the welfare of the school, and to exclude any pupil whose parents or guardians neglect or refuse to pay the fees of such pupil after reasonable notice;

25. The Board may—

(*a*) Purchase for the use of pupils text-books and other school supplies, and either furnish the same to them free of charge or collect for the use thereof from such pupils or their parents or guardians a sum not exceeding twenty-five cents per month for each pupil to defray the cost thereof.

(*b*) Provide books, stationery and other materials necessary in connection with the establishment and maintenance of a Penny Savings Bank, or any system introduced for the encouragement of thrift and the habit of saving.

(*c*) Provide and pay for such dental and medical inspection of the pupils as the Regulations may prescribe, or in the absence of Regulations, as the Board may deem proper.

(*d*) Pay the travelling expenses of any member of the Board or of any teacher in the employment of the Board incurred in attending meetings of the Ontario Educational Association, or other like association of teachers or trustees in Ontario.

32. (1) Subject to the Regulations, the High School Board of a city or town may make such annual grant as may be deemed proper for the establishment or in aid of a superannuation fund for the teachers and officers of the Board of such city or town, and may make rules prescribing the terms and conditions upon and under which they shall be entitled to participate therein, and may make it a term of the engagement of a teacher or officer that he shall contribute to the fund such annual sum as may be prescribed by such rules.

(2) A Board may invest any money received through legacy, gift, superannuation fund, or in its hands for the purposes of a superannuation fund or otherwise, and for such purposes may have and may exercise the powers conferred upon trustees by *The Trustee Act*.

HIGH SCHOOL FEES

42.—(1) County pupils shall pay such fees as the county council may prescribe, but such fees shall be uniform for all high schools in the county, or, in the

case of united counties for each county in the union, and shall not exceed one dollar per month.

(2) The scale of fees shall take effect from the beginning of the high school term next after the adoption thereof, and shall continue in force for three years or for such term as may be agreed upon between the board and the county council.

(3) County pupils admitted to a high school situate in a city or in a separated town, on the same terms as resident pupils, shall pay the same fees as are paid by resident pupils.

(4) Non-resident pupils shall pay such fees as the board may prescribe, but such fees shall not be greater than the average cost per pupil of maintenance of the high school, nor less than the fees imposed by the council on county pupils.

(5) Resident pupils shall pay such fees as the board may prescribe.

(6) The council of a municipality not included, or not wholly included, in a high school district may provide by assessment for the payment of any fees imposed by the county council on county pupils who reside in such municipality, or by the board on non-resident pupils who reside in such municipality; but in the case of a municipality not wholly included such assessment shall be confined to the part which is not included within the high school district.

(7) The fees payable under this section shall be payable to the treasurer of the board.

43. County pupils shall have the right to attend any high school aided by the council of the county in which they or their parents or guardians reside, Resident pupils shall have the right to attend the high school of the district in which they or their parents or guardians reside. Non-resident pupils may attend any high school at the discretion of the Board.

HIGH SCHOOL ENTRANCE EXAMINATIONS

General

44. Subject to the Regulations—

(*a*) Candidates who pass the uniform entrance examination for high schools held by boards of examiners provided for in this Act shall be granted admission to the high schools conducted by day.

(*b*) Candidates who have completed the course prescribed for the fourth form of the public school or who have in the opinion of the board of examiners completed a course which gives them an equivalent standing may in the discretion of such board of examiners be by it admitted to the high schools without passing such entrance examination conducted by day.

44*a*. A candidate shall be entitled to enter a high school while it is conducted at night if in the opinion of the principal of the high school and of the public school inspector or the chief public school inspector of the high school district, after due examination or other investigation he is competent to take up the subjects as prescribed by the Regulations, but such admission shall not entitle him to admission to the high school when conducted by day.

44*a* (1) Subject to the Regulations the Minister may establish an examination for entrance to the Middle School of the High Schools for those who have completed the course prescribed for the Lower School of the High Schools, and such examinations shall be known as "The Senior High School Entrance Examination."

(2) After the establishment of such examination the Entrance Examination provided for by section 44 shall be known as "The Junior High School Entrance Examination."

45. (1) Subject to the Regulations, any person actually engaged in teaching in the High School District who holds—

(*a*) A permanent High School certificate, or

(*b*) A permanent First Class Certificate, or

(*c*) A Provincial Second Class certificate, and has had five years' experience as a teacher,

may be appointed a presiding officer or a member of a board of examiners.

(2) The Minister may suspend any member of the Board from membership therein for such period as he may deem expedient in case of the failure of such member to properly observe the Regulations with regard to High School Entrance Examinations, or of being guilty of other misconduct in office.

(3) The Minister may appoint some other qualified person to act in the place of the member so suspended.

In the Counties

46.—(1) (*a*) In a county in which one or more high schools have been established, one or more examination centres shall be established by the high school board from time to time in each district and in other parts of the county by the county council. The county clerk or the secretary of the board as the case may be shall give due notice to the public school inspector of the establishment of such centres, and the inspector shall attach each centre established by the county council to the centre or centres of one of the high school districts.

(*b*) A high school district shall be under one board of examiners. The public school inspector of an inspectorate in which a high school centre or attached county centre is situate, and the high school principal or principals in the high school district shall be members of the board of examiners. The public school board and the board of separate school trustees, if any, of the city, town, or village in which the high school is situate, may each, on or before the first day of June in any year, appoint an additional member to the board. The county council may, also, on or before the first day of June in any year, appoint the principal of one continuation school having a staff of at least two teachers, to be a member of the board of examiners of the high school district to the centre or centres of which his county centre is attached.

(2) (*a*) In a county in which no high school has been established, the county council, at its meeting in June, in each year, shall appoint a county board of examiners, consisting of the public school inspectors, with as many more members as may appear to be necessary, and preference shall be given to the principals of the continuation schools of the county.

(*b*) The county council shall also establish such county centres as it may deem necessary, and the county clerk shall notify the public school inspectors of the establishment of such centres.

(3) Subject to the Regulations, every board of examiners shall in each year appoint such additional members as may be required.

(4) Subject to the Regulations, the expenses of examination shall be paid, on the requisition of the chairman of the board of examiners, in the case of county centres, by the treasurer of the county, and in the case of the high school district centres, by the treasurer of the high school board.

(5) The county council or the high school board, as the case may be, may impose a fee not exceeding $1 upon each candidate at the county and the high school district centres, which shall be paid by the candidate as prescribed by the Regulations, and shall be paid over at or before the close of the written examination, to the treasurer of the county or of the board, as the case may be.

In the Territorial Districts

47. (1) (*a*) Where there are one or more high schools in a public school inspectorate in territory without county organization there shall be a board of examiners for each high school. The inspector for the inspectorate in which the high school is situate and the high school principal or principals in the high school district shall be members of the board. The public school board and the board of separate school trustees, if any, of the city, town, or village in which the high school is situate, may each, on or before the first day of June of any year, appoint an additional member. Subject to the Regulations, the board of examiners, in each year shall appoint such additional members as may be required, and preference shall be given to the principals of continuation schools in the inspectorate.

(*b*) One or more centres shall be established by the high school board in each high school district, and with the approval of the Minister, other centres may be selected and attached by the public school inspector to one of the high school district centres in his inspectorate.

(2) (*a*) In an inspectorate in which no high school has been established, there shall be a board of examiners, consisting of the public school inspector and as many more members as may appear to him to be necessary, appointed by the inspector, with the approval of the Minister, and preference shall be given to the principals of continuation schools in the inspectorate.

(*b*) In such inspectorates, the centres shall be selected by the inspector, with the approval of the Minister.

(3) Subject to the Regulations, the expenses of the examinations shall be paid by the Minister out of any money appropriated by legislation and applicable to that purpose.

HIGH SCHOOL TEACHERS

48. (2) No person shall be appointed principal or assistant teacher in a school who does not possess the qualifications prescribed by the Regulations.

(3) Every teacher of a high school shall, in the organization, discipline, management and classification of the pupils be subject to the Regulations.

(4) The provisions of *The Public Schools Act* respecting superannuation shall apply to teachers of high schools.

NOTE.—Section 48 (1) of *The High Schools Act* of 1909 has been rescinded.

AGREEMENTS

49. (1) A teacher who enters into an agreement with a board for one year and who serves under such agreement for three months or over, shall be entitled to be paid his salary in the proportion which the number of days during which he has taught bears to the whole number of teaching days in the year.

(2) A teacher shall be entitled to his salary, notwithstanding his absence from duty on account of sickness for a period not exceeding four weeks in any one year of his employment, if the sickness is certified to by a physician; but that period may be extended at the pleasure of the board.

(3) A high school inspector may, on the complaint of a board, suspend the certificate of a teacher who wilfully neglects or refuses to carry out his agreement with the board, but the teacher may appeal to the Minister, who may make such order with regard to the suspension as he may deem proper.

(4) All matters of difference between boards and teachers in regard to salary or other remuneration, whatever may be the amount in dispute, shall be determined in the Division Court of the division in which the cause of action arose; subject to the same right of appeal as under *The Public Schools Act.*

RETIRING ALLOWANCES

50. Where a teacher or an officer whose time is entirely devoted to the work of the board retires, having reached the age of 60 years, or after having been for 20 years in the service of the board, the board may grant him an annual allowance not exceeding the salary which he was receiving at the time of his retirement, or may make a grant to him by way of gratuity of such sum as will represent not more than the present value of such allowance for his life, computed on the basis of interest at the rate of four per cent. per annum.

TERMS

51. (1) The school year shall consist of three terms; the first shall begin on the first Tuesday of September and end on the 22nd of December; the second shall begin on the 3rd of January and end on the Thursday before Easter Day; and the third shall begin on the second Monday after Easter Day, and end on the 29th of June.

(2) Every Saturday, every public holiday and every day proclaimed a holiday by the council of the municipality in which the school is situate shall be a school holiday.

AUTHORIZED BOOKS

52. (1) A teacher shall not use or permit to be used as a text-book in a high school any book except such as is authorized by the Regulations, and the Minister, upon the report of the inspector, may withhold the whole or any part of the legislative grant in respect of any high school in which any unauthorized book is so used.

(2) Subject to the Regulations, an authorized text-book in actual use in a high school may, with the written approval of the board, be changed by the teacher for any other authorized text-book on the same subject.

PENALTIES AND PROHIBITIONS

56. Any person who wilfully interrupts or disquiets any high school by rude or indecent behaviour, or by making a noise either within the place where such school is kept or held, or so near thereto as to interfere with the order or exercises of the school shall, for each offence, incur a penalty not exceeding $20.

57. If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school, the Minister, on the report of the inspector may suspend such teacher and the board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on account of such use or any less sum at its discretion.

59. A trustee shall not be eligible for appointment as a high school teacher; nor shall the teacher of a high, public, or separate school hold the office of high school trustee.

64. If a trustee knowingly signs a false report, or if a teacher keeps a false school register, or makes a false return, such trustee or teacher shall, for every offence, incur a penalty not exceeding $20.

Department of Education Act

28.—(1) A teacher, trustee, inspector, or other person officially connected with the Department, or with any normal, model, public, or high school or collegiate institute, or other institution which is under the management or control of the Department, shall not sell or become or act as agent for any person to sell or to promote in any way the sale of any school library, prize or text-book, map, chart, school apparatus, furniture, stationery or other article for the use of any normal, model, public or high school, collegiate institute or other institution aforesaid or for the use of any pupil thereof, nor shall he receive, directly or indirectly, compensation or other remuneration or the equivalent for so doing.

(2) For any contravention of subsection 1 a teacher shall incur a penalty of $50; a trustee shall incur a penalty of $100; an inspector shall incur a penalty of $500; and any other person so officially connected shall incur a penalty of $100.

(3) Any person, firm or corporation and any agent of a person, firm or corporation who employs a teacher, trustee, inspector, or any other person officially connected with the Department or with any normal, model, public or high school or collegiate institute, or other institution which is under the management or control of the Minister, to sell or become or act as agent for or to promote in any way the sale of any school library, prize or text-book, map, chart, school apparatus, furniture, stationery or other article for the use of any normal, model, public or high school, collegiate institute, or other institution aforesaid, or who directly or indirectly gives or pays to any such teacher, trustee, inspector or other person, compensation or remuneration, or the equivalent thereof for so doing, shall for every such offence incur a penalty of $500.

(4) Any gift or payment made to a teacher, trustee, inspector or other person so officially connected by any person, firm or corporation interested either as principal or agent in any such sale, shall be *prima facie* evidence of a violation of this section.

(5) The penalties imposed by this Act shall be recoverable under *The Ontario Summary Convictions Act.*

(6) The penalties recovered under this Act shall be applied to such school purposes as the Minister may direct.

(7) No prosecution for any of the penalties mentioned in this section shall be instituted without the written consent of the Attorney-General or his deputy.

(8) This section shall not apply to sales made by a trustee who is a merchant or bookseller in the ordinary and regular course of his business as such, and made at his shop or place of business.

Section from the Public Schools Act, 1909

DUTIES OF TEACHERS

82. It shall be the duty of every teacher:—

(*a*) To teach diligently and faithfully the subjects in the public school course of study as prescribed by the Regulations; to maintain proper order and discipline in the school; to encourage the pupils in the pursuit of learning; to inculcate by precept and example, respect for religion and the principles of Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues;

(*b*) To use the English language in instruction and in all communications

with the pupils in regard to discipline and the management of the school, except where it is impracticable to do so by reason of the pupil not understanding English, but recitations requiring the use of a text-book may be conducted in the language of the text-book;

(*c*) To see that the school house is ready for the reception of pupils at least fifteen minutes before the time of opening in the morning and five minutes before the time of opening in the afternoon; to call the roll every day according to the register prescribed by the Regulations; to enter in the visitors' book visits made to the school; to give the inspector, trustees and visitors access, at all times, to the register and visitors' book; and to deliver the register, the school house key and other school property in his possession to the board on demand, or when his agreement with the board has expired, or when for any reason his engagement has ceased;

(*d*) To classify the pupils according to the courses of study prescribed by the Regulations; to conduct the school according to a time-table accessible to pupils and visitors; to prevent the use by pupils of unauthorized text-books; to attend regularly the teachers' institutes in the inspectorate; to notify the board and inspector of his absence from school, and the cause thereof; and to make at the end of each school term, and subject to revision by the inspector, such promotions from one class or form to another as he may deem expedient;

(*e*) To hold closing exercises of the school, and to give due notice thereof to the board, to any school visitors who reside in the school section, and through the pupils, to their parents or guardians, and to hold such other examinations as may be required by the inspector for the promotion of pupils, or for any other purpose as the inspector may direct;

(*f*) To furnish to the Minister and the inspector any information which it may be in his power to give respecting the condition of the school premises, the discipline of the school, the progress of the pupils and any other matter affecting the interests of the school, and to prepare such reports of the board as are required by the Regulations;

(*g*) To give assiduous attention to the health and comfort of the pupils, to the cleanliness, temperature and ventilation of the school house, to the care of all maps, apparatus and other school property, to the preservation of shade trees and the orderly arrangement and neat appearance of the playgrounds, and to report promptly to the board and to the municipal health officer the appearance of any infectious or contagious disease in the school, or the unsanitary condition of the school house, outhouses or surroundings;

(*h*) To refuse admission to the school of any pupil who he believes is affected with, or exposed to chicken pox, small pox, cholera, glanders, scarlet fever, scarlatina, diphtheria, whooping cough, measles, mumps, or other infectious or contagious disease or consumption until furnished with a certificate of a medical health officer or of a duly qualified medical practitioner approved by him that all danger from exposure to contact with such pupil has passed.

(*i*) To suspend any pupil guilty of persistent truancy, or persistent opposition to authority, habitual neglect of duty, the use of profane or improper language or conduct injurious to the moral tone of the school, and to notify the parent or guardian of the pupil, and the board, of such suspension, but the parent or guardian of any pupil suspended may appeal against the action of the teacher to the board which shall have power to remove, confirm or modify such suspension.

HIGH SCHOOL DEPARTMENTAL EXAMINATIONS

Admission to the High Schools

Except where otherwise stated, the Entrance Board in the following Regulations means the High School Entrance Board of Examiners, consisting of the members appointed under sections 46 (b), (2) (a), and 47 (1), (a) and (2) (a), of the High Schools Act of 1909.

1. Subject to the Regulations hereinafter contained, candidates may be admitted to either the Lower School of the High Schools on passing the Junior High School Entrance examination or to the Middle School on passing the Senior High School Entrance examination.

Junior High School Entrance Examination

SUBJECTS

2. (1) Candidates for admission to the Lower School shall have completed the courses in the following groups of subjects in accordance with the Regulations for Form IV of the Public and Separate Schools:—

GROUP I—History, Art, Hygiene, and Nature Study.

In addition to the foregoing subjects, an Entrance Board may prescribe Manual Training or Agriculture and Horticulture for boys, and Household Science for girls, who are candidates from schools where these subjects are taken up in Forms I-IV in accordance with the special Regulations pertaining to said subjects.

GROUP II—Oral Reading, Writing, Spelling, Geography, Grammar, Literature, Composition, and Arithmetic.

(2) (*a*) Candidates are also required to have read carefully during the preceding school year at least four suitable works in English Literature (at least two of which shall have been read in class), selected by the Principal for each pupil from a list prescribed by the Minister.

(*b*) A certificate from the Principal to this effect shall be submitted by him to the Public School Inspector before the examination begins, in the case of those who take the written examination, and when directed by the Entrance Board, in the case of those who claim admission on the Principal's certificate.

(*c*) Without this certificate, the candidate shall not be admitted to the written examination in Group II.

NOTE.—The four works in English Literature shall be provided in the school library or bought by the pupils as the Board of Trustees may direct.

(3) Candidates shall also have memorized the list of selections prescribed by the Minister. See Circular 58.

NOTE.—The question paper in Literature will be based partly on passages from the Fourth Reader and partly on sight passages. On this paper the candidate's knowledge of the selections for memorization shall also be tested.

Admission Tests

3. In accordance with *The High Schools Act* and subject to the Regulations hereinafter contained, an Entrance Board may adopt a system of admitting candidates to the Lower School of a High School as follows:

(1) (*a*) In Group I, at a written examination in one or more of the subjects of the Group on question papers prepared by those of its members whose pupils are not candidates at the examination; and—

(*b*) In Group II, at a written examination in all the subjects of the Group in accordance with the Regulations contained herein, on question papers prepared by a Provincial Board appointed by the Minister; *or*

(2) In one or more of the subjects of Group I and in all the subjects of Group II after due investigation by the Entrance Board of the character of the teaching, organization, and management, on the certificate of the Principal of a Public, Separate, or Normal Model School that the candidates from his school have completed satisfactorily the courses prescribed in the subjects of the Groups.

(3) Candidates who are not admitted on the Principal's certificate shall take the aforesaid examinations, as the Entrance Board may direct.

(4) As early as possible in each school year, the Entrance Board shall notify the Inspector in charge of the Separate Schools in its district, of the system of admission it has decided to adopt.

(5) On the report of the High School Inspector that the attainments of the pupils admitted on the certificate of a Principal are not satisfactory, the Minister may order that the system of admission be amended, or that, until further notice by him, the pupils from such school shall be admitted thereafter under the examination system.

(6) The Principal of a High School may accept a Junior Public School Graduation Diploma in lieu of a Junior High School Entrance certificate.

Admission on Examination

4. (1) The written examination on the subjects of Group I shall be held annually at such centres and on such dates as the Entrance Board may select;

(2) The written examination on the subjects of Group II shall be held annually in June at the centres provided in the High Schools Act, in accordance with a time-table to be issued by the Minister from time to time.

Duties of Candidates and Inspectors

5. (1) Either directly or through the Principal, each candidate shall notify the Public School Inspector concerned before April 15 of the examination centre at which he purposes writing.

(2) The Inspector shall notify the Deputy Minister not later than April 20th in each year on a form to be supplied by the Department, of the number and location of the Entrance centres in his inspectorate, the name and address of each Presiding Officer, and the probable number of candidates for examination at each of such centres. Immediately thereafter he shall send to each Presiding Officer one copy of the Circular of Instructions.

(3) When a candidate has not been prepared in a Public, Separate, or Normal Model School, or when an applicant applies to write at a centre outside of the inspectorate in which is situated the school at which he has been prepared, the Inspector shall deal with the case in accordance with any general rule adopted by the Entrance Board; or, if he deems it necessary, he shall make a timely report of the case to the Entrance Board for its action thereon.

Fees

6. Where candidates are charged fees, as provided in the High Schools Act, such fees shall be collected by the Chief Presiding Officer at each centre before the close of the first day of the examination, and shall be paid over at or before the close of the written examination to the Treasurer of the County or of the High School Board, as the case may be.

Report from Principal

7. (1) (*a*) Before the examination begins, a report as to the standing of his candidates in the subjects of the examination shall be sent by the Principal to the Public School Inspector for the consideration of the Entrance Board in connection with the examination results.

(*b*) Only the names of the candidates who, in the opinion of the principal, have satisfactorily completed the course for this examination may be included in the report.

(2) On application to the Deputy Minister, blank forms for the use of Principals in making their reports on the standing of their candidates at the examination will be sent to the Inspector, who shall state the number required. A suitable form of report should be used in all the inspectorates, but not necessarily that prepared by the Department.

(3) The reliability of the Principal's report shall be tested by a comparison of the marks assigned to the candidate from the school in the Principal's report with those obtained by the candidate at the examination.

(4) A report that does not meet the foregoing test satisfactorily shall not be taken into account in settling the results.

Valuation of Answer Papers

8. (1) (*a*) At the examination in Group II the answer papers shall be valued and the results reported to the Minister by the Entrance Board.

(*b*) The marks for the subjects of Group II shall be apportioned as follows:—

Oral Reading, Writing, Spelling, each 50; Literature, Grammar, Composition, Geography, and Arithmetic, each 100.

(*c*) Two marks shall be deducted for each misspelt word in the answer paper in Spelling.

(2) (*a*) At the examination in Group I, the answer papers shall be valued and the results settled by the Entrance Board.

(*b*) At this examination each subject shall be valued at 100 marks.

(3) (*a*) In addition to the deductions for mistakes in the answer paper in Spelling, reasonable deductions shall be made for the misspelling in all the other answer papers in the Group or Groups.

(*b*) Deductions shall also be made in each Group for lack of neatness.

Pass and Honour Standing

9. (1) (*a*) (i) At the examinations in Group II, a candidate who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate marks shall be entitled to Pass standing in the Group.

(ii) Candidates who obtain 75 per cent. of the aggregate of the marks for the examination shall be entitled to Honour standing.

(*b*) When a written examination is held in any or all of the prescribed subjects of Group I, the Pass percentages shall be fixed by the Entrance Board. At this examination the results shall be settled wholly by the Entrance Board.

(2) When a candidate is near the Pass mark in either Group, the members of the Entrance Board, and the Assistant Examiners, when needed, shall re-read as many of his answer papers as may be necessary to settle the question of his fitness to take up High School work.

(3) At the examination in Group II the Entrance Board may recommend to

the Minister for Pass Standing a candidate who has not made less than 25 per cent. in any subject and who has made, above the prescribed aggregate, not less than 4 marks for each defect of one mark in the subject.

(4) No candidate shall be admitted to a High School who has not passed in both Groups, and both Groups shall be taken in the same year.

(5) (*a*) After due investigation the Entrance Board may admit in Group I and may recommend to the Minister for admission in Group II, a candidate whose case deserves special consideration on account of age, illness affecting the examination, or other like unavoidable causes of failure at or absence from all or part of the examination, who intends to enter a High School the following September, and who, in the judgment of the Entrance Board, is able to take up the work of the High School. In the case of Group II, full particulars shall be given in the report to the Minister.

(*b*) Allowance for age shall not be made in the case of a candidate:

(i) who is not at least fifteen years of age; or

(ii) who makes less than 25 per cent. of the marks in any subject; or

(iii) who, in the opinion of the Entrance Board, is not able to carry on the work of the High School.

(6) The Chairman of the Entrance Board may also submit a case to the Board for consideration on the complaint of any candidate or of any other person.

(7) In making allowances, the Entrance Board shall also take into account the Principal's report provided for in Regulation 7, and when, in the case of Group II, special allowance is recommended in consideration of the report, this fact shall be noted in the "Remarks" column of the Entrance Board's report to the Minister.

Admission on Certificate

10. (1) When an Entrance Board admits candidates from a school on the Principal's certificate, in Group I or Group II, or in both Groups, it shall report in full the details of the system it has adopted in making such admissions.

(2) Such Entrance Board shall have authority to make the following provisions with such modifications thereof as it may deem suitable:

The Public or the Separate School Inspector, as the case may be, shall make a special report to the Entrance Board, when so directed by it, in the case of all schools in his inspectorate preparing candidates for admission to the High Schools, as to whether the subjects prescribed therefor in Groups I and II respectively are being satisfactorily taken up; and, in the event of the Entrance Board's deciding to accept the certificate of the Principal, the Inspector shall direct the Principal of such school to forward to the Secretary of the Entrance Board on or before June 1st, for the consideration of the Entrance Board, a certified copy of the time-table in use since the Inspector's last visit, with copies of the promotion examination papers in the Group or Groups, and any other records or particulars the Entrance Board may require.

(3) The Entrance Board's decision as to the acceptance or rejection of the Principal's certificate shall be forwarded to him by the Secretary of the Board, but not later than June 5th.

Provisional Admission

11. (1) In the interval between examinations, and subject to the Minister's approval, a candidate who has been prepared on a different course in another Province or County may be admitted to a High School by the Principal, with the con-

currence of the Public School Inspector, if, after due investigation and examination, he is, in their judgment, able to take up the work of the High School.

(2) Before the pupil is admitted, a report showing the age and the attainments of such pupil, with the reasons for his admission, and signed by the High School Principal and Public School Inspector, shall be submitted to the Minister.

Admission to Night Schools

Organization of the Board

NOTES: 1.—By an amendment to the High Schools Act made in 1913, subject to the Regulations, a candidate shall be entitled to enter a High School, conducted at night, when, in the opinion of a Night High School Entrance Board, consisting of the Principal of the High School and the Public School Inspector or the Chief Public School Inspector of the High School District, after due examination or other investigation, he is competent to take up the subjects as prescribed by the Regulations, but such admission shall not admit to the High School when conducted by day.

2.—The object of the examination or other investigation is to determine whether the candidate is competent to take up one or more of the subjects of the High School course of study. In the Night High Schools, the work of the Public Schools below Form V shall not be taken up.

12. (1) Of the Night High School Entrance Board, the Principal of the Night High School shall act as Chairman, and the Inspector or the local Chief Inspector, as the case may be, shall act as Secretary.

Conduct of the Examinations—Expenses

(2) Within one week after the application of the candidate, the Board shall submit for the consideration of the Minister, on an official form to be obtained from the Department, the following particulars in regard to said candidate:

Age, schools attended, school and examination record, result of the Board's investigation or examination, and the subject or subjects of the High School Course which the candidate wishes to study.

(3) The certificate of admission provided for below shall set forth the subject or subjects to the classes in which the candidate has been admitted.

(4) On the submission of an itemized statement by the Chairman of the Night High School Entrance Board, the School Board shall pay:—

(*a*) Each member of the Night High School Entrance Board $5.00 per period of six hours' work in connection with the admission of candidates; and—

(*b*) The cost of the stationery or any other necessary supplies and all incidental expenses.

Certificates

13. (1) Subject to the Minister's approval, the decision of an Entrance Board shall be final with regard to the admission or rejection of any candidate.

(2) Each candidate admitted to a Day or Night High School shall be entitled to a certificate signed by the Chairman and the Secretary of the Entrance Board.

Organization of the Day Entrance Board

Composition

14. Except for special reasons approved by the Minister, no Day High School Entrance Board shall consist of fewer than three members.

Chairman

15. (1) The High School Principal, or the Senior High School Principal where there are more than one High School Principal, shall be Chairman of an Entrance Board.

(2) The Inspector or the Senior Inspector, as the case may be, shall be the Chairman of an Entrance Board on which there is no High School Principal.

16. (1) The Chairman of an Entrance Board shall call and preside over every meeting of the Board.

(2) He shall see that the Board performs all the duties assigned to it by the Regulations, including:—

(*a*) Appointing Assistant Presiding Officers, a Secretary, one or more Assistant Secretaries, and Assistant Examiners when required;

(*b*) Dividing the reading of the answer-papers among the members of the Board;

(*c*) Verifying the certificates of standing;

(*d*) Reading and valuing the answer-papers and determining the results; and

(*e*) Considering special cases.

(3) He shall sign all certificates and reports and shall see that they are forwarded by the Secretary in due time.

(4) He shall certify to and transmit the necessary statements for all payments due the members of the Entrance Board.

Secretary

17. (1) The Public School Inspector, or one of the Public School Inspectors to be selected by the Entrance Board when there are more than one Inspector, shall be the Secretary of the Entrance Board. When the amount of work is too great for one, it shall appoint one or more Assistant Secretaries.

(2) (*a*) Where there is an Entrance examination, the Secretary or Secretaries shall enter and total in the minute book or other record the marks as reported by the Examiners, and, by indicating the passes, the doubtful cases and failures in subjects and totals, shall prepare the case of each candidate for the consideration of the Entrance Board.

(*b*) Where candidates are admitted without passing the Entrance examinations, the Secretary or Secretaries shall record the data which the Entrance Board accepted in making such admissions.

(*c*) The Secretary or the Secretaries shall also keep the other minutes of the Board, forwarding the prescribed reports to the Minister and the certificates to the successful candidates and their marks to the unsuccessful candidates.

(3) In an inspectorate in a territory without county organization where there is no High School, the Inspector shall perform the duties of both Secretary and Chairman.

Examiners

18. (1) No Examiner, whether he be a member of one or of more than one Board, shall have assigned to him for valuation, at the examination in Group I or Group II, more than the equivalent of all the answer-papers of 75 candidates.

(2) Where an Inspector is a member of two or more Entrance Boards, he shall consult with the Chairman of each regarding the dates of the Board meetings and the number of answer-papers to be assigned to him for examination, in order that Regulation 18 (1) above may be duly observed, and that he may be able to attend the meetings of each Board.

(3) Where the foregoing Regulation necessitates the appointment of assistant Examiners, as provided by *The High Schools Act,* preference shall be given in the following order to Examiners qualified under said Act and competent in the judgment of the Board:

(*a*) Teachers actually and regularly engaged in teaching in a Public or Separate School the classes not lower than those of Form IV.

(*b*) Teachers actually and regularly engaged in teaching the lowest classes of a High or Continuation School.

19. (1) As far as practicable, the answer papers of the different candidates shall be so distributed that the same Examiner shall read and value the answers in the same subject throughout provided always that no Examiner shall read the answer-papers of his own pupils.

(2) (*a*) As far as practicable all the examiners shall value together enough of the answer-papers in each subject to enable them to maintain a uniform standard.

(*b*) In order also to secure as far as possible uniformity of standard two or more Entrance Boards may jointly value the answer papers and settle the results.

(3) No one shall be permitted to examine the answer-papers except the members of the Entrance Board and the Assistant Examiners.

(4) When so directed by the Entrance Board, the Oral Reading of candidates in urban schools may be examined by a member of the Board at said schools during the school days immediately preceding those on which the High School Entrance examination is held, and in accordance with a time-table approved by the Principal.

Presiding Officers

20. (1) At each centre there shall be a chief presiding officer and such assistant presiding officers as may be required under (2) below. The chief presiding officer shall have the general oversight of the examination and the custody of the question papers and the answers, and both he and the assistant presiding officers shall be responsible directly to the Minister for the proper performance of their duties.

(2) The number of candidates under each presiding officer shall not exceed forty.

(3) The Principal of the High School shall be the chief presiding officer at his own school, and the Inspector may be the chief presiding officer at any other centre he may select.

(4) The other chief presiding officers, and the assistant presiding officers, shall be appointed by the Entrance Board.

(5) No presiding officer shall preside over his own pupils.

Expenses of Examination

21. (1) A Presiding Officer at the examination in Group I or Group II shall be paid at the rate of $5.00 a day, and an Assistant Presiding Officer at the rate of $4.00 a day, for presiding at the examination.

(2) A Presiding Officer whose place of residence is not at the centre where he presides shall be allowed the usual cost of conveyance for one return trip between his place of residence and the centre at which he presides.

(3) An Examiner in Group I or Group II whose place of residence is not at the centre where the meetings of the Entrance Boards are held shall be allowed for each meeting of the Board the usual cost of conveyance for one return trip between the centre and his place of residence.

(4) Except with the consent of the High School Board, or the County Council, or the Minister, as the case may be, the allowance for said conveyance shall not exceed $3.00.

22. (1) (*a*) The Examiners who set the question papers in Group I shall be paid at the rate of $5.00 a paper.

(*b*) The Examiners who read the answer-papers of candidates at the examination in Group I shall be paid at the rate of 10c. an answer-paper, and at the examination in the subjects of Group II at the rate of 75c. a candidate.

(2) The Secretary shall be paid at the rate of 1c. for the entry of the aggregate of the candidate's marks in each subject, but his total remuneration shall not exceed the amount payable to each examiner under Regulation 18 (1) above; and when one or more assistant Secretaries are appointed the total remuneration of each shall not exceed that of the Secretary.

(3) For attendance at the meetings of the Entrance Board when making arrangements for the examinations or when settling the results, both in the case of the written examination and the acceptance of the teacher's certificate, each member attending shall be entitled to $5.00 per day of six hours' work, in addition to the fee to which he is entitled under (1) and (2) above.

23. (1) All payments under the High School Entrance Regulations shall be made on the itemized statement of the Chairman, as provided in *The High Schools Act;* but this statement shall not be rendered until the Minister has approved of the Entrance Board's report of the examination.

(2) The School Board at a centre, whether in a county or a territory without county organization, shall pay the cost of the stationery and any other necessary supplies and all other incidental expenses.

(3) A refund of any payment made to a Presiding Officer or Examiner may be required by the High School Board or the County Council in any case where it has been found subsequently to such payment that the Regulations have not been fully observed, and it shall be the duty of the Entrance Board to report to the School Board or the County Council for its action in any such case.

Reports to Department

24. (1) Where candidates are admitted either by written examination or on the certificate of the Principal, the Entrance Board shall transmit to the Deputy Minister, not later than fifteen days after the close of the examination, the report in the case of each candidate, in accordance with the particulars specified in the official form.

(2) After the 1st of October, no case may be reconsidered by the Entrance Board.

(3) Under no circumstances shall any information whatever, concerning the results, be made public until the Secretary of the Board has been so authorized by the Minister.

(4) The marks obtained by the candidates, whether they have been successful, or have failed, shall not be made public.

Disposal of Answer Papers

25. (1) Except as provided in Regulations (2) (*a*) below, or when required by the Minister, the answer-papers of candidates at the examination in Group II shall not be forwarded to the Department, but are to be retained by the Chairman until May 31st of the following year.

(2) (*a*) The Board shall forward to the Department, per express prepaid, concurrently with the forwarding of its report of the examination, the answer-papers of all the candidates at the examination in Group II who have been recommended for special consideration and whose names appear in the report.

(*b*) The answer-papers for each centre shall be arranged by subjects, tied in one parcel, and the parcels for the several centres returned in one of the bags provided.

SENIOR HIGH SCHOOL ENTRANCE EXAMINATION

Admission

26. (1) An examination for admission to the Middle School of a High School will be held in June of each year at such centres as the Minister may select, and in accordance with a time-table to be issued by him from time to time.

(2) Candidates who are in attendance at a High School, or at a Continuation School in which there is a Middle School shall not be admitted to the Senior High School Entrance examination.

(3) Candidates shall make application to the Public School Inspector before May 1st on an official form to be obtained from him.

(4) The fee for this examination shall be $5.00, $3.00 of which shall be forwarded to the Department and $2.00 to the Board of the School at which the examination is held. All or part of the fee may be paid by the County Council or the Board of the School from which the candidate comes.

Subjects

27. (1) The subjects of examination shall be those prescribed for the Fifth Form of the Public and Separate Schools, as follows:—

Oral Reading, English Literature, Geography, Spelling, English Composition, Writing, English Grammar, British and Canadian History, Arithmetic, and Algebra and Geometry, together with (1) Elementary Science and Art *or* (2) Latin and French, *or* (3) Latin and German.

(2) (*a*) The examination in English Literature shall be based partly on sight passages and partly on the passages from the Literature prescribed, and the candidate shall submit to the Public School Inspector a certificate from the Principal that he has read during the year preceding the Examination, in addition to the works taken up regularly in the class, at least four works in English Literature, two in prose and two in poetry.

(*b*) The candidate shall also present a certificate that he has taken up practically, under the personal supervision of the teacher, and as prescribed by the Regulations, the course in Science on which he intends to write at his examination.

(*c*) Unless the candidate complies satisfactorily to the Public School Inspector, after due investigation and enquiry by him, with both of the foregoing conditions, he shall not be admitted to the examination at which the Science or the Literature is a subject taken by him.

(*d*) In the case of candidates not attending schools under the control of the Ontario Department of Education, the Inspector of Public Schools, after due investigation, shall satisfy himself before accepting the application of the candidate that the conditions prescribed in (*a*) and (*b*) above have been fully complied with.

(*e*) The candidate's knowledge of the selections prescribed for memorization will be tested on the Literature paper.

(3) (*a*) Candidates who take also at this examination the question paper in

the Lower School Course in Manual Training, Household Science, or Agriculture and Horticulture, and who make at least 50 per cent. of the maximum, shall have the marks so obtained added as a bonus to the aggregate of their marks on the obligatory subjects, provided that the Principal submits to the Public School Inspector a certificate that each of the candidates from his school has taken up satisfactorily to date the practical course in the bonus subject, and that, at his visit of inspection, the Departmental Inspector or Director, as the case may be, approved of the course therein as being in accordance with the Regulations.

(*b*) The Inspector's or Director's approval shall be communicated to the Principal as early as possible, but not later than June 1st, and shall not be given unless at his visit of inspection the practical work was being done satisfactorily by a teacher qualified therefor under the Regulations concerned, that at least the time prescribed by the Regulations was being given the subject, and that the accommodations, equipment, records, and exhibits were satisfactory.

(*c*) Unless the conditions prescribed above are complied with satisfactorily to the Public School Inspector, the candidate shall not be admitted to the examination on the bonus subject.

Conduct of the Examination

28. (1) (*a*) The question papers shall be prepared, the answer papers valued, and the results reported to the Minister by a Provincial Board of Examiners appointed by him.

(*b*) The distribution of the question papers, the conduct of the examination at the various centres, the reading of the answer-papers, and the settlement and communication of the results shall be provided for by the Minister.

(*c*) The School Board at each centre, or the County Council, shall pay the cost of stationery and any other necessary supplies and all other incidental expenses.

(2) The examination in Oral Reading shall be conducted by a local Examiner appointed by the Minister and shall include questions on the Principles based on the passage read by the candidate.

(3) The Writing shall be judged from the answer papers in one of the other subjects to be determined by the Minister from time to time.

29. (1) There shall be one question paper in each subject except Writing and Reading.

(2) The maximum for each of the examination papers shall be 100.

(3) The maximum for writing shall be 50.

(4) The maximum for Reading shall be 50, of which 35 shall be for Oral Reading and 15 for questions on the Principles based on the selection read.

(5) (*a*) The standard for pass shall be 40 per cent. in each subject, and 60 per cent. of the aggregate marks.

(*b*) The standard for Honours shall be 75 per cent. of the aggregate marks.

Teachers' Report

30. (1) (*a*) A report shall be submitted by the Principal, signed by all the teachers concerned, as to the standing of his candidates.

(*b*) Such report shall be submitted before the beginning of the examination.

(2) Only the names of the candidates who, in the opinion of the teachers, have completed satisfactorily the Courses for examination may be included in this report.

(3) This report will be provided for as prescribed in Regulation 7 for the Junior High School Entrance examination, and when satisfactory, shall be taken into account in settling the results.

ADMISSION TO THE MODEL AND NORMAL SCHOOLS AND THE FACULTIES OF EDUCATION

NOTES: 1.—The University examinations, pass, honour, and supplemental Matriculation, are conducted by the University Matriculation Board and the examiners and associate examiners therefor are appointed and the examination results settled by the same Board, the machinery for the conduct of the examinations being provided by the Department of Education.

2.—The Learned Societies select the papers—University or Departmental—that will meet the requirements of their preliminary examinations.

3.—On request, addressed to the Deputy Minister, the results of the Departmental examinations in which they are concerned are communicated by the Department to the Universities and the Learned Societies.

Examiners-in-Chief

31. The examiners-in-chief to set the question papers for the Departmental examinations detailed in the following regulations for admission to the Normal and Model Schools, and the Faculties of Education will be selected by the Minister of Education from the ranks of those who are specially qualified therefor.

Associate Examiners

32. (1) The Associate Examiners to value the answer papers of candidates for admission to the Model Schools and the Lower School examination for admission to the Normal Schools and the faculties of Education shall be holders of Permanent First Class or High School Assistants' certificates who are actually engaged in teaching in the Provincial system.

(2) The Associate Examiners to value the answer papers of candidates at the Upper School examination for admission to the Faculties of Education and the Middle School examination for admission to the Normal Schools shall be graduates of a British University or Specialists according to the Regulations of the Department of Education, who hold permanent High School certificates, and are actually engaged in teaching in the Provincial system.

(3) No Associate Examiner will be appointed to value the answer papers in a subject which he is not actually engaged in teaching.

Conduct of the Examinations

33. The examinations at the local centres and the valuation of the answer papers at the Department shall be conducted under instructions from the Minister of Education.

Fees

(1) The following are the fees for the examinations:—

(*a*) Entrance examination into Model Schools	$5 00
(*b*) Lower School Entrance examination into the Normal Schools and the Faculties of Education	3 00
(*c*) Middle School Entrance examination into the Normal Schools, Parts A and B, each $3.00; both parts	5 00
(*d*) Upper School Entrance examination into the Faculties of Education: —	
(i) Parts I and II, taken together	8 00
(ii) Part I or II	5 00
(iii) Part A, B, C, or D	3 00
(iv) Three or more taken together	8 00

(2) (*a*) In the case of the June examinations, the prescribed fee shall be forwarded with the application to the Public School Inspector, who shall divide it as follows between the Department of Education and the Board of the School at which the examination is held:

Of a $3 fee—$2 to the Department and $1 to the Board.

Of a $5 fee—$3 to the Department and $2 to the Board.

Of a $8 fee—$5 to the Department and $3 to the Board.

(*b*) In the case of the August examination, the fee for each part of either the Middle or the Upper School examination shall be $3, and shall be forwarded with the application to the Deputy Minister.

(3) The additional fee of $1 will be imposed, if the application is made after the prescribed date.

Examination Centres and Dates

34. (1) Subject to the conditions hereinafter contained and in accordance with a time-table to be issued by the Minister from time to time, written examinations, as defined below, will be held by the Department of Education, as follows:

In June, the Lower and Middle School Normal and the Lower and Upper School Faculty Entrance examinations, at each High School and Collegiate Institute and at such other centres as the Minister may approve; in August, the Middle School Normal and the Upper School Faculty Entrance examinations in part, at the University of Toronto; and, in June, the Model School Entrance examination, at such centres as the Minister may select.

Application for Admission

35. Application for admission to the examinations shall be made as follows on an official form which will be supplied to the candidate by the Inspector or the Deputy Minister, as the case may be:—

(1) To the Public School Inspector on or before the 15th of May for admission to the June Middle School Normal and Upper School Faculty Entrance examinations; and, on or before May the 1st, for admission to the Model School Entrance and the Lower School Normal and faculty Entrance examinations.

(2) To the Deputy Minister of Education at least one week before the close of the Summer School session for admission to the Middle School Normal or the Upper School Faculty Entrance examinations in part.

(3) (*a*) In the case of teachers who are actually and regularly engaged in teaching, the official form of application shall include a certificate, signed by the applicant, that he has read carefully during the preceding year, in addition to the works prescribed for the examination, at least four suitable works in English literature, two in prose and two in poetry, the names of which shall be given in said certificate.

(*b*) In the case of other candidates, the official form of application shall include a similar certificate signed by the Principal of the school in which the candidate has completed the course for said examination.

(*c*) (i) In the case of candidates attending a Summer School, the official form of application shall include a statement by the Principal thereof that the candidate has taken up practically under the personal supervision of the Science teacher and as prescribed by the Regulations, the Summer School courses in the different departments of Science included in his examination.

(ii) In the case of candidates attending schools under the control of the

Ontario Department of Education, a similar certificate shall be signed by the Principal of the school in which the candidate has taken up the subject.

(iii) In the case of all other candidates, the Inspector of Public Schools, after due investigation, shall satisfy himself before accepting the candidate's application, that the conditions prescribed for the foregoing certificates have been fully complied with.

(*d*) Unless the conditions prescribed in (*a*), (*b*), and (*c*) above are duly complied with, the candidate shall not be admitted to the examination of which the Literature or the Science concerned forms one of the subjects on which he intends to write.

(*e*) (i) In the case of candidates who take Art, Manual Training, Household Science, or Agriculture and Horticulture as a bonus subject, the Principal shall submit to the Public School Inspector a certificate that each of the candidates from his school has taken up satisfactorily to date the practical course in the bonus subject, and that, at his visit of inspection, the Departmental Inspector or Director, as the case may be, approved of the course as being in accordance with the Regulations.

(ii) The Inspector's or Director's approval shall be communicated to the Principal not later than June 1st, and shall not be given unless, at the time of his visit of inspection, the practical work was being done satisfactorily by a teacher qualified therefor under the Regulations, that at least the time prescribed by the Regulations was being given the subject, and that the accommodations, equipment, records, and exhibits were satisfactory.

(iii) Unless the conditions prescribed in (*e*) (i) and (ii) above are fully complied with satisfactorily to the Public School Inspector, the candidate shall not be admitted to the examination in the bonus subject.

NOTE.—Official forms for reporting the lists of candidates for the different examinations will be sent the Public School Inspector.

[LOWER SCHOOL EXAMINATION FOR ADMISSION TO THE MODEL SCHOOLS

36. The subjects of examination for admission to the Model Schools shall be the following subjects of the Lower School Course of the High Schools:—

Oral Reading, Writing, Spelling, Art, Elementary Science, English Literature, Geography, English Composition, English Grammar, British and Canadian History, Arithmetic, Algebra and Geometry.

For entrance into the English-French Model Schools, French Grammar and Composition shall be taken in addition.

LOWER SCHOOL EXAMINATION FOR ADMISSION TO THE NORMAL SCHOOLS AND FACULTIES OF EDUCATION

37. In addition to the Middle or Upper School examinations prescribed below, candidates for admission to a Normal School or a Faculty of Education shall pass one of the following examinations:—

(1) The Senior High School Entrance examination with the Elementary Science and Art option.

(2) The Model School Entrance examination.

(3) The Senior Public School Diploma examination with Elementary Science and Art.

(4) The Departmental examination in the following subjects of the Lower School Course of the High Schools:—

Oral Reading, Writing, Spelling, Art, Elementary Science, Geography, British and Canadian History, English Grammar, and Arithmetic.

MIDDLE SCHOOL EXAMINATION FOR ADMISSION TO THE NORMAL SCHOOLS

38. (1) In addition to the examination in the Lower School subjects prescribed above, candidates for admission to a Normal School shall pass the Departmental examination in the subjects of the Middle School of the High Schools, as follows:—

English Composition, English Literature, British and Canadian History, Ancient History, Algebra, Geometry, Physics, and Chemistry.

(2) (*a*) A teacher who is actually and regularly engaged in teaching may divide the examination into two parts as follows, at the June or the August examination:

PART A: Algebra, Geometry, English Literature, and English Composition.

PART B: Chemistry, Physics, Ancient History, and British and Canadian History.

(*b*) A candidate who has failed only in the aggregate or has made at least 25 per cent. in one subject at the examination in either Part A or Part B, but who has made 40 per cent. of the marks on each of the three other subjects, and 60 per cent. of the total on said three subjects, may carry over to the examination in the other part the examination on the remaining subject.

(3) All other candidates shall take all the Middle School subjects at one examination in June.

UPPER SCHOOL EXAMINATION FOR ADMISSION TO THE FACULTIES OF EDUCATION

39. In addition to the examination in the Lower School subjects prescribed above, candidates for admission to the Faculties of Education shall take in June or August the Departmental examinations in the subjects of the Upper School of the High Schools in accordance with one of the following schemes:

(1) The June examination in one year, or in two parts in different years, by any candidate, as follows:—

Part I.—English Composition and Rhetoric, English Literature, Mediæval History, Algebra, Geometry, Trigonometry, and Physics.

Part II.—Modern History, Biology, and Latin, with Chemistry and Mineralogy or French and German or Greek and German or Greek and French.

(2) The June examination in four parts, one or more parts in any year and in any order, and the August examination in the two parts taken up during the Summer session, as follows, by any candidate who takes at least three of the four parts while actually and regularly engaged in teaching and who passes a practical examination in Biology, Chemistry, and Mineralogy in addition to the written examination in these subjects; or who submits the certificate of the Principal of the Summer School prescribed in 35 (3) (*e*) (*i*) above.

PART A.—English Composition and Rhetoric, Algebra, Geometry;

PART B.—English Literature, Mediæval History, Trigonometry;

PART C.—Modern History, Latin, Physics.

PART D.—Biology, with Chemistry and Mineralogy, or French and German, or Greek and German, or Greek and French.

(3) Candidates at any of the examinations prescribed in (1) and (2) above, who have failed in the aggregate only or in only one subject, making in such subject at least 25 per cent. of the marks assigned thereto, but who have made 40

per cent. of the marks on each of the other subjects of the part and 60 per cent. of the total for all the subjects of the part, may include the examination on the remaining subject in the examination on a part subsequently taken.

(4) Candidates at the Faculty Entrance examination, who obtained Junior Teachers' standing not later than 1900, may substitute for the course now prescribed in Latin for entrance into the Faculties of Education the special courses in English Literature and the History of the English Language and Literature prescribed by the Department for those who qualify under this Regulation. For particulars of the courses, see Circular 58.

(5) Candidates for admission to a Faculty of Education who are also candidates for scholarships at the Honour University Matriculation examination may substitute for one or more of the question papers of the Faculty examination the corresponding question papers in the subject or subjects of the scholarship examination.

Number of Examination Papers

40. One question paper shall be set in each subject, except in the case of Upper School Greek, Latin, French, German, and Biology; Middle School Latin and Art; and French for entrance into the English French Model Schools. In each of these subjects there shall be two papers.

Examination Tests and Standards

41.—(1) Optional questions will be given at all the examinations in History, and may be given in any other paper at the discretion of the Board of Examiners concerned.

(2) In English Composition an essay or a letter or both shall be required, to which special importance shall be attached. Questions in Rhetoric may also be set at the examination for entrance into the Faculties of Education; but no candidate shall be passed who does not satisfy the Examiners in the essay or the letter, or in both, as the case may be.

(3) In addition to the examination on passages from the prescribed authors, questions on sight passages shall also be set at all the examinations in Greek, Latin, French and German, and in English Literature. See Circular 58.

(4) For each of the above examinations which includes English Literature as a subject, candidates will be expected to have memorized the prescribed passages in the English Literature texts, and their knowledge thereof will be tested in the English Literature paper.

(5) The examination in Oral Reading shall be conducted by an Examiner appointed by the Minister, and shall include questions on the principles based upon the passages read. The maximum marks shall be 35 for the Oral Reading and 15 for the Principles.

(6) The Writing shall be judged from the answer papers in one of the other subjects, to be selected by the Minister when the answer papers are being examined. The maximum marks for the subject shall be 50.

42.—(1) Each examination paper shall be valued at 100 marks, except as already provided in Regulation 41 (5) and (6) above, and the bonus papers in Latin, Art and Agriculture, which shall be valued at 50 marks each.

(2) Candidates who take in addition to the obligatory subjects of the examination, one of the subjects as set forth in the following scheme and who make at least the prescribed percentage, shall have the marks so obtained added as a bonus to the aggregate of their marks on the obligatory subjects:

(*a*) At the Model School or the Lower School Normal or Faculty Entrance examination, 50 per cent. on the paper in Manual Training, or Household Science, or Agriculture and Horticulture.

(*b*) At the Middle School Normal Entrance examination, 34 per cent. on each of the Middle School Latin or Art papers and 50 per cent. of the aggregate of marks, or 50 per cent. on the Middle School examination paper in Agriculture and Horticulture.

(*c*) At either Part I or Part II of the Faculty Entrance Examination, if the paper has not been already taken at a Middle or Upper School examination, 50 per cent. of the Middle School Normal Entrance examination paper in Agriculture, or 34 per cent. on each of the Middle School Art papers and 50 per cent. of the aggregate marks.

(3) If, after the answer papers have been read, any question paper should be found to be easier or more difficult than required, due allowance shall be made therefor.

(4) (*a*) Before an examination begins, a report in a form prescribed by the Minister shall be submitted, signed by all the members of the Staff of the school concerned, as to the standing of their candidates. This report, when tested as in the case of the Junior High School Entrance examination (Regulation 7 above), will be taken into account in settling the results.

(*b*) Only the names of the candidates who, in the opinion of the staff, have completed satisfactorily the courses for the examination may be included in this report.

(5) (*a*) At the examination for admission to the English-French Model Schools, the standard for pass shall be 34 per cent. of the marks assigned each paper, and 50 per cent. of the aggregate marks.

(*b*) At all the other examinations, candidates shall be required to make 60 per cent. of the aggregate marks of the papers in the subjects prescribed for the examinations, as well as 40 per cent. on each paper, or other examination test.

(*c*) For honours, 75 per cent. of the aggregate will be required.

(6) Candidates who make the required aggregate may be awarded a certificate, even though they should fail to obtain the minimum in a subject, provided they were reported by the staff as fit to pass in that subject, as shown from the report provided for in Regulation (4) above.

(7) Candidates who have failed at the Middle School examination, but have passed the Lower School examination for admission to the Normal Schools, may, on application to the Minister, be granted a Model School Entrance certificate, provided they have obtained 50 per cent. of the aggregate of the marks for the Middle School examination and 34 per cent. of the marks for each paper therefor.

(8) Candidates who have failed at the Upper School examination, but have passed the Lower School examination for admission to the Faculties of Education, may, on application to the Minister, be granted a Normal School Entrance certificate, provided they have obtained 50 per cent. of the aggregate of the marks for each part and 34 per cent. of the marks for each paper.

Exemptions from the Lower School Examination

43.—(1) A candidate for admission to the Normal Schools may omit the Lower School examination herein prescribed, provided that:—

(*a*) He was duly admitted by a Principal to the Middle School not later than the 1st of September, 1911; and—

(*b*) Before the 1st of September, 1911, he was entitled, under the Approved School Scheme then in force, to a certificate exempting him from the September examination in the Lower School subjects.

(2) A candidate for admission into the Faculties of Education, who was duly admitted by the Principal to the Middle or Upper School not later than the 1st of September, 1911, may omit the Lower School examination herein prescribed.

Appeals

44.—(1) The answer papers of all candidates, who, on the valuation of the Associate Examiners are found to have failed in any way by not more than a small margin, shall be re-read before the settlement of the results. Candidates who still fail on this second reading shall have their statements of marks stamped "Re-read," and in such cases no appeal will be allowed.

(2) Candidates who fail and whose papers have not already been re-read, may have their papers so re-read by lodging an appeal before September 1st and paying a fee of $2.00.

(3) Should illness, bereavement, or any other unavoidable cause, interfere with a candidate's examination, such circumstances shall be duly taken into account in settling the results, but only when fully reported to the Department with satisfactory documentary evidence, not later than the close of such examination.

Repeal of Regulations

All former Regulations of the Department of Education that are inconsistent with the foregoing Regulations are hereby repealed.

September, 1913.

HIGH SCHOOL REGULATIONS, 1913

Corrections and Additions

Note:—*All concerned are requested to transfer on receipt the following corrections and additions*:

In the second line under "*Heating*," page 13, add:

"and not more than sixty-eight."

In the second line of Regulation 7 (1) (*b*), page 15, insert "(*c*), In a High School, for teachers," before "of."

In the first line of Regulation (3), page 17, insert after "to":

"a Continuation School or to."

On page 46 add the following as Regulation 33 A.

LEGISLATIVE GRANTS TO THE DISTRICTS

33 A. The yearly apportionment by the Minister of Education of the Legislative Grant to each High School or Collegiate Institute in the Districts shall be twice the total of the sums apportioned on the different bases set forth above in the case of each Grade in the organized Counties.

In the second line of Regulation 8, page 48, for "11" read "10."

For Regulation 3 (1) and (2), p. 102, read:

3. In accordance with *The High Schools Act* and subject to the Regulations hereinafter contained, an Entrance Board shall admit candidates to the Lower School of a High School in accordance with the following scheme:

(1) (*a*) In the case of Group I, on a written examination in one or more of the subjects of the group on questions prepared by those of its members whose pupils are not candidates at the examination, the certificate of the Principal of the Public, Separate or Normal Model School being accepted in lieu of an examination in the other subject or subjects; *or* on the certificate of the Principal of the Public, Separate or Normal Model School in regard to all the subjects of the group.

(*b*) In the case of Group II, on a written examination in all the subjects of the group, in accordance with the Regulations contained herein, on question papers prepared by a Provincial Board appointed by the Minister; *or* on the certificate of the Principal of the Public, Separate, or Normal Model School in regard to all the subjects of the group.

(2) The certificate of the Principal prescribed in (1), (*a*) and (*b*) above shall state that the candidates from his school whom he recommends for admission have completed satisfactorily the courses in the subjects to which his recommendation refers, and shall be accepted by the Entrance Board only after due investigation thereby of the character of his teaching, organization, and management.

In line 1 of Regulation 35 (3) (*e*) (i), p. 114, omit "Art."

For Regulation 37 (4), page 115, read:

(4) (*a*) The Departmental examination in the following subjects of the Lower School Course of the High Schools:—

Oral Reading, Writing, Spelling, Art, Elementary Science, Geography, British and Canadian History, English Grammar, and Arithmetic.

(*b*) Candidates who have passed the Middle School Normal Entrance examination under the High School Regulations of 1909 and 1911 may, on application to the Department, be granted permission to write at future Lower School examinations under the following conditions:

(i) They may omit the paper in British and Canadian History.

(ii) On the Elementary Science paper they may take the questions in Botany and Zoology and omit those in Physics and Chemistry.

(iii) If they have obtained the bonus on the Art paper of the Middle School, they may also omit the Art paper.

In line 5, Regulation 39 (2), p. 116, insert "Physics" after "Chemistry"; and in line 7, for "(*e*)" read "(*c*)".

For Regulation 39, (3), page 116, read:

(3) Unsuccessful candidates at any of the examinations prescribed in (1) and (2) above, who obtain the minimum in all but one subject with an average of sixty per cent. on said subjects and who, on the remaining subject obtain not less than twenty-five per cent. of the marks assigned thereto, may include the examination on that subject in the examination on a part subsequently taken.

December, 1913.

REGULATIONS AND COURSES OF STUDY OF THE CONTINUATION SCHOOLS, AMENDED AND CONSOLIDATED

NOTE.—*In the following Regulations, Department means the Department of Education; Minister, the Minister of Education; and Regulations, the Regulations of the Department of Education. Except where otherwise evident, the term Board includes Public and Separate School Boards.*

Establishment of Schools

1. Under the provisions of *The Continuation Schools Act,* there shall be three grades of Continuation Schools, A, B, and C, which may be established when, as reported by the Continuation School Inspectors, the following conditions are complied with to the Minister's satisfaction:

(1) There shall be a reasonable prospect of the Continuation School's being efficiently maintained.

(2) In Grade A, at least the time of three teachers shall be given to the work of the Continuation School; in Grade B, at least the time of two teachers and less than the time of three; and in Grade C, at least the equivalent of the time of one teacher and less than the time of two.

(3) Adequate and suitable accommodations shall be provided as prescribed in Regulation 2, the minimum equipment as prescribed in Regulation 3, and the staff of legally qualified teachers as prescribed in Regulation 4.

Character and Grading of Accommodations

2. (1) The plans and the site of every Continuation School hereafter erected or remodelled shall be subject to the approval of the Minister on the report of the Continuation School Inspector.

(2) (*a*) Below are detailed the requirements for the accommodations of Continuation Schools.

(*b*) The accommodations shall be considered as divided into four grades, according to the character and extent of the school buildings and grounds and their equipment.

(*c*) *Where, in the case of Grades A and B, any part is used jointly by the Continuation and the Public or Separate School, the grading shall be one degree lower than if the buildings were wholly separate.*

(3) For the details of the accommodations for Manual Training, Household Science, and Agriculture and Horticulture, see the special circulars issued by the Department. These may be obtained on application to the Deputy Minister.

School Grounds.—The school grounds shall not be less than one acre in extent, easily accessible, not exposed to disturbing noises or noxious odours. Grounds of greater extent should be provided where they are available, especially in the case of the larger schools. Satisfactory provision for the regulated use of the school grounds shall always be made.

The grounds shall be properly levelled and drained, and ornamented with trees, shrubs, and flower beds; they shall also have separate entrances, recreation grounds, and walks for the sexes. Subject to the report of the Inspector, the recreation grounds for the sexes shall be separated by a close board fence, wall, or hedge. No tree shall be placed so close to the school building as to check the free passage of air and light. Provision shall be made for keeping the buildings and grounds in good order.

Water Supply.—The water supply shall be pure and adequate. Where there is no other source of water supply, there shall be a well on the school premises (artesian if at all practicable) properly protected against pollution. If a dug well, it shall be thoroughly pumped and cleaned out at the close of each vacation, and at such other times as may be deemed advisable by the inspector. Earthenware or granite-ware water-tanks with covers are required, and where water on pressure is not available, the pupils should use individual cups. For further particulars see pp. 96-98 of "Plans for Rural School Buildings."

In urban schools where pure water on pressure is available, an adequate number of suitable bubblers of a sanitary character will be necessary for the highest grading, except in cases where there are a sufficient number of taps, the use of which is so thoroughly guarded and supervised that only individual cups are used and that in no case do pupils apply their lips to the taps.

Satisfactory arrangements shall be made for a suitable supply of water in the laboratory.

Grades I and II shall be given only when the water supply is inside the building.

Closets.—The closets for the sexes shall be under separate roofs several feet apart, and properly screened from observation. Each closet shall be properly lighted and ventilated and shall contain a sufficient number of compartments for the attendance, each compartment being provided with a door. The boys' closet shall be built of glazed brick or similar material, or of wood, painted a dark colour and sanded, with the floors of cement or brick, placed at least a foot above the ground. Urinals, of slate or enamelled metal, divided into compartments and properly situated, should be provided for the boys, and separate and locked closets for the teachers. Where only wooden partitions are available, they shall be given several coats of suitable paint. The closets and urinals shall be cleansed and disinfected at suitable intervals. Covered walks shall be laid from the door of the school building to the closets. Subject to the report of the Inspector, a wall or a close, high board fence shall be provided between the boys' and the girls' side, from the closet to the school building, and the entrance to the closets shall be properly screened. Where the closets are inside the building the above conditions shall apply *mutatis mutandis.*

School Building.—The school building shall be so situated on the grounds as to enhance its architectural appearance, and the grading shall depend upon the suitability of the site and the architectural appearance of the building.

In every school building there shall be separate entrances for the sexes, with vestibules or covered porches, and separate means of egress at the rear to the recreation grounds and closets. For the highest grading, all main exit doors shall have devices causing them to swing outwards on slight pressure from within. Where there are two or more stories, the upper floors shall be sound-proofed with mortar, felt, or other suitable material, and safe and convenient means of exit in the case of fire shall be provided. The school building shall be at least thirty feet distant from the highway. A school bell and a flag-pole should be provided.

Class-Rooms.—Except in the case of a Grade C School with an assistant teacher, the class-rooms of the Continuation Schools shall be wholly separate from those of the Public or Separate School. They should be conveniently arranged, well proportioned and oblong in shape. A superficial area of 16 square feet and a cubic air space of 250 feet shall be allowed for each pupil. Hardwood is preferable for the floors and stairways. Any wood of such quality and grain

as would suit for an oil or varnish finish will suit for the rest of the woodwork. Wood finish, instead of plaster, may also receive the highest grading. If calcimined or papered, the walls shall be kept free from dust, and renovated when necessary. If painted, they shall be washed down frequently and repainted as often as may be necessary. Where it is difficult to keep the ceilings in repair, metallic sheathing should be used. Suitable colour schemes (the ceilings being of a light tint) should be adopted for the halls and class-rooms. A soft colour—a light greenish or stone gray or a dull blue—suits the class-room walls; while for the halls terra-cotta shades afford a suitable contrast. A class-room should be devoted to the purposes of art instruction. See pamphlet, SCHOOL PLANS FOR RURAL SCHOOLS—Colour Schemes for Interiors.

The doors shall swing outwards or either way. At least one waste-paper basket shall be provided for each room, and the floors shall be kept in good order. A closet or a cabinet shall be provided for utensils used in school work; also a suitable bookcase. Durable scrapers and mats shall be placed at the outside doors. In schools with three teachers, at least one separate class-room shall be furnished as a Science laboratory; in schools with only two, one of the ordinary class-rooms may be used for this purpose, but for Grade I, a laboratory shall be provided. A movable fanlight shall be placed over each class-room door. The class-rooms should be decorated with good pictures, casts, and vases, and other beautiful ornaments. Grade I shall not be given unless suitable decorations are provided. A reasonable expenditure for this purpose will be expected from year to year. For colour schemes and lists of suitable pictures and other decorations, see *Educational Pamphlets No. 5*: LIST OF REPRODUCTIONS OF WORKS OF ART.

Assembly Halls.—In a Grade A or B School one of the class-rooms should be large enough to accommodate all the pupils in attendance, but a special well-appointed assembly hall is valuable for the purpose of general instruction and is an essential in the due development of the social phases of school life. For Grade I, such a hall shall be provided in a Grade A or B school.

Teachers' Private Rooms.—There shall be at least one room for the private use of the teaching staff, of suitable size and comfortably furnished. The furniture shall include a couch for cases of emergency.

Halls.—The entrances, vestibules, and halls shall be roomy and well lighted, and shall be so placed as to admit of separate entrances for the sexes to the waiting-rooms, cap-rooms, and class-rooms. The halls shall also be properly heated. In buildings of two or more stories there shall be separate stairways for the sexes, easy of access and well guarded. Suitable colour schemes, decorations, and pictures and casts should be provided.

Waiting-Rooms and Cap-Rooms.—The cap-rooms for the sexes shall be conveniently situated, and shall be properly heated and ventilated. They shall be furnished with all necessary appliances for storing umbrellas and for hanging caps or cloaks. Provision shall also be made in the building for storing bicycles. In no case should it be possible for the air from the cap-rooms to circulate in the class-rooms.

Desks.—There shall be a single desk for each pupil in attendance. The desks shall be of suitable size, with movable seats and adjustable lids. In each school room the outer row on each side should consist of adjustable seats and desks, to be adapted to pupils who are below or above the average size. The pupil, when seated, must be able to place his feet fully and easily on the floor. There shall be a desk and a chair in each class-room for the use of the teacher, and at

least one chair for a visitor. A sloping stand for the gazetteer and the large dictionary shall also be provided. The laboratory shall be supplied with suitable tables for experimental work in both Physics and Chemistry. Grades I and II shall be given only when there are single desks and suitable provision has been made for practical work in Science. After due notice by the Minister, single desks must be supplied.

Blackboards.—The blackboards shall be of sufficient extent and of good quality (slate or ground glass preferred), properly placed in regard to light and distance from the floor, and furnished with troughs to hold chalk dust. There shall be a suitable supply of erasers for teachers and pupils, and the troughs and erasers shall be cleaned every day. *Every possible precaution should be taken against dust in the school room.* Grade I shall be given only when the blackboard is slate or ground glass.

Lighting.—The class-rooms shall be lighted from the left of the pupils, the lower edges of the windows being on a level with the heads of the pupils.* The windows of every school building shall be adjusted by weights and pulleys, and shall admit of an adequate diffusion of light throughout the whole class-room. They shall also be provided with blinds of suitable colour (light green or gray or greenish gray). The blinds on the left of the pupils and on windows with a northern exposure should be translucent; other blinds, opaque.

To admit of adequate diffusion of light throughout the whole class-room, the windows shall be numerous (area, 1-6 of the floor space where the exposure is good; otherwise, greater area) and of clear, not ground or painted, glass, with 2 or 4 panes each and running as close to the ceiling, as close together, and as far to the rear of the room as practicable. A strip of prismatic glass a foot wide should be placed at the top of each window, the blind being adjusted at the height of the lower edge of this strip. This provision sometimes increases the lighting effect from 40 to 50 per cent.

There should be two separate sets of blinds for each window. These sectional blinds should be fastened at about 2-5 of the height of the window, the lower one to pull down and the upper one to pull up. Boards will be required to provide these or similar blinds within a reasonable time.

As the blackboards absorb a great deal of light, they should be provided with light-coloured screens that may be drawn down on them when they are not in use. In this way on dull days the light may be greatly increased at the desks farthest from the windows.

To prevent reflection from the blackboards, the windows should begin about five feet from the front wall of the class-room.

Grade I is given only when the lighting is from the left and satisfactory.

Heating.—The temperature of the class-rooms, halls, waiting-rooms, cap-rooms, and teachers' private rooms shall be not less than sixty-five degrees or more than sixty-eight. A thermometer shall be provided for each class-room. Where stoves are used they shall be so placed and protected as to prevent discomfort to any pupil. For further particulars see pp. 10-12 of PLANS FOR RURAL SCHOOL BUILDINGS.

***Light from above is best; but light from the left is the best available, for it throws any shadow off the pupil's book, etc. When, as directed above, the windows are run up to about half a foot from the ceiling, a good deal of the light on the left comes from above. To secure as much of this light as possible the tops of the windows should be square rather than curved. Light from the rear is objectionable, because it is in the teacher's eyes. Cross lights are injurious. Where there are already windows in front of the pupils, it is indispensable that they be closed up; such lighting is most injurious to the eyes.**

Where practicable an effective Plenum system* of heating with automatic regulation of temperature should be provided. Where several small Plenum chambers are used instead of one large chamber, auxiliary steam coils, which are more or less objectionable, may be dispensed with.

Grades I and II shall be given only in the case of schools heated with hot air, steam pipes, or hot-water pipes.

Ventilation.—Due regard shall be paid to the moisture as well as the temperature of the atmosphere, and provision shall be made for an adequate supply of pure air at all times. The foul air shall be removed and the pure air supplied so that there shall be a complete change at least three times an hour. Air *shall not* be taken from the school rooms or from the basement to supply the furnace.

Where storm sashes are used on the outside, they shall contain sliding panels or shall be hinged at the top, to allow of the ingress of pure air; or they may be placed on the inside and also hinged at the top. It answers equally well to have double panes of glass about one-half inch apart in the same sash. A draft-chamber or other suitable special means of ventilation shall be provided for the laboratory.

An adequate supply of pure air is indispensable. The average pupil consumes 18 cubic feet of pure air per hour. The impure air expelled vitiates 100 times its volume of pure air. A proper system of ventilation will, accordingly, supply an area of 2,500 cubic feet of pure air per pupil per hour at the standard temperature and humidity of the air of the class-room. Such a supply of pure air can be secured in large schools only when propelled into the class-rooms by means of fans. In the Plenum system the inlets for the air must not be near the ground nor where street dust and other impurities are liable to be attracted. In locating the inlets, the direction of prevailing winds and draughts must be thoroughly considered.

Minimum Equipment

3. The minimum equipment for the different grades of schools shall be as follows; without this equipment no Continuation School shall be entitled to share in the Legislative grants:

(1) In Grade C:

Library	$150
Scientific apparatus	150
Biological specimens	25
Maps, charts, globes, etc	25
Art models and supplies	50

(2) In Grades B and A:

Library	$300
Scientific apparatus	300
Biological specimens	50
Maps, charts, globes, etc.	50
Art models	50

*In a Plenum system of heating, the air is forced into a chamber by means of a fan, operated by either steam or electricity, through heating coils designed to heat the air to the required temperature, and is forced from the chamber through pipes or ducts to the various apartments, being delivered through gratings placed about seven feet from the floor. Small plenum chambers are simply galvanized iron boxes, in which steam-heating coils are placed with ducts leading therefrom to the various rooms. An exhaust system of ventilation operated by an exhaust fan, electrically driven, should be used in conjunction with the Plenum system, to secure proper ventilation.

(3) The equipment for a Continuation School shall be approved from time to time by the Inspector of Continuation Schools, and shall be used only for Continuation School purposes.

(4) From year to year, the Board shall expend on equipment such further sums as may be required by the Minister of Education, on the report of the Inspector of Continuation Schools.

NOTES: 1.—Without the special equipment, the teaching cannot be effective, more particularly without a supply of suitable books for the library and of apparatus for teaching Science. In rural school sections the course in Science with its Agricultural applications should be made prominent.

2.—At least one locked press or cabinet should be provided to contain the books and the apparatus. The chemicals should be kept in a separate press. For the safekeeping of all the equipment, the Board should hold the principal responsible; and, on a change of principal, it should investigate the condition of the equipment.

3.—The special equipment shall be entered under suitable heads in the catalogue separately from the ordinary equipment, which latter shall not be included in computing the grant for the Continuation Schools. The catalogue and the invoices of new equipment shall be inspected at each visit by the Inspector or Inspectors concerned. The invoices shall be kept on file at the school. The various items of the equipment shall also be valued by the inspectors as often as may be rendered necessary by the condition of said items.

4.—In a suitable book a record shall be kept of the books taken from the library during the school year. It shall be the duty of the teachers to guide and encourage the pupils in the use of the library.

Qualifications of Teachers

4. (1) In a Grade A School:

(*a*) The Principal shall hold a High School Principal's certificate, or a degree in Arts and a High School Assistant's certificate which after three years' successful experience (at least two of which shall have been High or Continuation School), as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade A Continuation School.

(*b*) Each assistant shall hold a permanent or interim High School Assistant's or Provincial First Class certificate.

(2) In a Grade B School:

(*a*) The Principal shall hold a Permanent First Class certificate, or a High School Assistant's or an Interim First Class certificate, which after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade B Continuation School.

(*b*) The Assistant shall hold an Interim or Permanent First Class certificate, unless the Principal holds such certificate, in which case the Assistant's certificate may be a Permanent or Interim High School Assistant's.

(3) In a Grade C School:

(*a*) The Principal shall hold a Permanent First Class certificate, or an Interim First Class certificate which after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade C Continuation School.

(*b*) When an assistant is employed he shall hold a Permanent or Interim First Class certificate.

NOTES: 1.—A teacher who was qualified for a Continuation School under the Regulations of 1907 shall remain qualified under the same School Board for the Continuation School in which he is now teaching.

2.—Before appointing a teacher, Boards of Trustees should consult the Inspector of Continuation Schools in order that all the necessary subjects of study may be adequately provided for.

3.—Teachers of Continuation Schools shall be granted permanent certificates under the same Regulations as govern the High Schools. Experience gained in a Continuation School alone shall not be counted as Public School experience.

(4) (*a*) For teachers of Art, Physical Culture, and the Commercial Subjects, the minimum qualification shall be an Elementary certificate;

(*b*) For teachers of Manual Training and Household Science, an Interim Ordinary certificate; and

(*c*) For teachers of Agriculture and Horticulture, an Intermediate certificate.

(5) Members of the present staffs who do not now hold the certificates prescribed in 4 (*a*) above, but whose teaching of the subject concerned was graded I before July, 1913, will be granted certificates in said subjects on application to the Minister, approved by the last visiting Inspector. All other teachers concerned shall qualify themselves for such certificates and Boards shall provide teachers with these qualifications, after reasonable notice by the Minister on the report of the Continuation School Inspector. In the meantime, the Minister will accept, on the report of the Continuation School Inspector, such qualifications as are found to be the highest available.

NOTE.—Courses leading to certificates in Art, Physical Culture, the Commercial subjects, Manual Training, Household Science, and Agriculture and Horticulture are provided by the Department, some being at Summer Schools. The syllabuses of these schools may be obtained on application to the Deputy Minister.

5. (1) If, after duly advertising and offering an adequate salary, a Board is unable to obtain a legally qualified teacher, a temporary certificate for all or a part of the current school year may be granted by the Minister to a suitable person on the application of the Board.

(2) In the case of substitute teachers without legal qualifications, appointed in an emergency, no engagement for longer than two weeks shall be made without the formal consent of the Minister.

Duties of Staffs

6. (1) In every Continuation School the teacher in charge shall be called the Principal, and the other teachers, Assistants.

(2) The authority of the Principal of the Continuation School shall be supreme in all matters of discipline in his own school.

(3) When the Continuation and the Public or Separate Schools occupy the same building, the authority of the Principal of the Continuation School shall be supreme in all matters of discipline in those parts of the accommodations which the schools occupy in common.

(4) The Principal shall determine the number of Forms, the number of pupils to be assigned to each Form, and the order in which the subjects in each Form shall be taken up by the pupils.

(5) The Principal shall make such promotions from one Form to another as he may deem expedient; he shall also assign the subjects of the Courses of Study among the Assistants.

(6) *Mutatis mutandis* the duties of Continuation School teachers shall be those prescribed for Public School teachers under *The Public Schools Act.*

Daily Sessions

7. (1) Unless otherwise directed by the Board, the pupils attending a Continuation School shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon.

(2) Such recesses at noon and during the forenoon and afternoon shall be allowed as the Board may approve; but in no case shall the school hours be less than five hours a day, including the recesses in the forenoon and afternoon.

Duties of Pupils

8. (1) A pupil registered in a Continuation School shall attend punctually and regularly. He shall be neat and cleanly in his person and habits, diligent in his studies, kind and courteous to his fellow pupils, obedient and respectful to his teacher, and shall submit to such discipline as would be exercised by a kind, firm and judicious parent.

(2) (*a*) A pupil on returning to school after absence shall give the Principal from the parent or guardian, orally or in writing, as may be required by the Principal, a proper reason for his absence.

(*b*) A pupil may retire from school at any hour with the consent of the Principal, or at the request, either oral or written, of his parent or guardian, provided that, in the opinion of the Principal and the Board, this privilege is not abused.

(*c*) A pupil shall be responsible to the Principal for his conduct on the school premises and on the way to and from school, except when accompanied by his parent or guardian or by some person appointed for this purpose by such parent or guardian.

(*d*) On the report of the Principal and after reasonable notice by the Board, a Board may suspend a pupil whose parent or guardian fails to pay his school fees or to provide him with the text-books or other supplies required in his course of study or to pay the fees imposed for such purpose by the Board, or it may itself provide him with such text-books and other supplies, and may exempt him from the payment of school and other fees.

(*e*) On the report of the Principal, and after reasonable notice by the Board, a Board may suspend a pupil who injures or destroys school property, until the property destroyed or injured is made good by the parent or guardian of such pupil.

NOTE.—*The Public Schools Act* specifies the other offences for which a pupil may be suspended, and the mode of suspension.

(3) No pupil once enrolled shall be admitted to a High School or to another Continuation School, unless he presents a letter of honourable dismission from the Principal of the School he last attended. In the event of a dispute, the parties thereto shall submit full particulars of the question for final settlement to the Inspector of the school into which the pupil seeks admission.

Organization of the Courses of Study

Main School Divisions

9.—(1) The Continuation School classes shall be taught wholly apart from those of the Public and Separate Schools.

(2) The Courses of study shall be taken up in three main divisions; the Lower School, the Middle School, and the Upper School; each being regularly a two years' course.

(3) The courses shall consist of the General Course, and the following Special Courses: (*a*) the University Courses for pass Senior and pass and honour Junior Matriculation into the University of Toronto, and the Preliminary examinations of the Learned Professions; (*b*) the Departmental Courses for admission to the Model and Normal Schools and the Faculties of Education.

NOTE.—The regulations of the Industrial and Technical Schools and Classes maintained under *The Industrial Education Act* of 1913 may be obtained on application to the Deputy Minister.

Limitation of Courses

10.—(1) Except on the report of the Continuation School Inspector and with the approval of the Minister, obtained before any subject is added:

(*a*) No higher courses may be taken up in a Continuation School with only one teacher than those prescribed for the Lower School.

NOTE.—The Continuation School Inspectors report that in schools with only one teacher, which take up the work of the Middle School, the interests of the junior classes have very generally been sacrificed: classes which should be taught separately are taught together, and some of the essential subjects of an English education are neglected. It should, however, be borne in mind that in Grade C Schools in which the full time of one teacher and not less than half the time of a second teacher is devoted to the work of the Continuation School, provided such part-time teacher has the qualification necessary for an Assistant in a Continuation School, an additional grant will be made in consideration of the services of such part-time teacher.

(*b*) None of the Upper School Courses may be taken up in a Continuation School with a staff of only two regular teachers; and in the Lower and Middle Schools no other courses may be taken up than the General Course, the Courses for admission to the Normal and Model Schools, and one of the Courses for Junior Matriculation, such Course being one of those including Science in the case of schools where the Course for admission to the Normal Schools is also taken up.

(*c*) The course for Senior Matriculation may not be taken up in a Continuation School with a staff of three regular teachers. The courses in such schools shall be confined to the General Course, to the courses for admission to the Normal and Model Schools, to the pass Junior Matriculation courses, to not more than one complete part each year of the course for admission to the Faculties of Education, and to Honour Junior Matriculation in not more than one of the departments of Classics, Mathematics, Science, French and German, with, in addition, either or both of English and History.

(2) Special Industrial and Technical courses and courses in Manual Training, Household Science, Agriculture and Horticulture, and Middle School Drawing may be taken up in any school when provision therefor has been made satisfactory to the Minister on the joint report of the Continuation School Inspector and the special Inspector or Director concerned.

(3) In order to secure progressive organization and economy of effort, the division of a subject amongst the teachers should, as a general rule, be avoided. When, however, more than one teacher are competent for the work, the evils of monotony and an excessive burden of class exercises in some subjects may be avoided by reasonable division.

11.—(1) The Lower School courses in Geography, Reading, and Physical Culture, and the Lower and Middle School courses in English Composition, English Literature, and History shall be obligatory on all pupils. Where necessary, Writing and Spelling shall be added.

(2) The Lower School courses in Arithmetic and English Grammar shall be obligatory on all pupils except University matriculants, on whom only the first year's courses in these subjects shall be obligatory.

(3) Pupils in the General Course shall take in addition:

(*a*) The Art and the Elementary Science of the Lower School; and

(*b*) Such other subjects of the Courses as may be agreed upon between the pupil's parent or guardian and the Principal of the school.

12. The following shall be the average minimum amount of time to be devoted to each of the following subjects, separately from the other subjects, in the courses where such subjects are obligatory:

(1) *Reading.*—Two lessons of thirty minutes every week for the first year, the average number of pupils in each class being not more than twenty-five and the time being increased or diminished proportionately when the average in the class is greater or less than twenty-five.

(2) (*a*).—*Physical Culture.*—When the weather and the accommodations permit, the course in Physical Culture shall be taken up systematically at least an hour and a quarter in each Form every week throughout the year.

(*b*) No pupil shall be exempted from the course in Physical Culture except upon a medical certificate, or on account of evident physical disability or for other reason satisfactory to the Principal.

(*c*) Subject to the report of the Continuation School Inspector, in all the Forms the sexes shall be separately trained.

(*d*) When the weather permits the Principal may substitute for not more than half the time prescribed above for Physical Culture, suitable sports and games, in which all the members of a class shall take part, and which shall be under the supervision of the members of the staff.

13. Subject to the provisions of the foregoing Regulations the Continuation School Board shall select the courses of study on the report of the Principal; but a course shall not be taken up if, on the report of the Continuation School Inspector, the Minister decides that the staff, the equipment, or the accommodations are inadequate or unsuitable therefor.

Religious Exercises and Instruction

14.—(1) (*a*) Every Continuation School shall be opened with the reading of the Scriptures and the Lord's Prayer, and shall be closed with the Lord's Prayer, or the prayers authorized by the Department of Education; but no pupil shall be required to take part in any religious exercises objected to by his parent or guardian.

(*b*) In schools without suitable waiting-rooms, or other similar accommodation, if the parent or guardian demands the withdrawal of a pupil while the religious exercises are being held, such demand shall be complied with and the reading of the Scriptures shall be deferred in inclement weather until the closing.

To secure the observance of the preceding regulation, the teacher, before commencing a religious exercise, shall allow the necessary interval to elapse, during which the children or wards of those, if any, who have signified their objection may retire.

(*c*) If the parent or guardian directs that his child or ward shall remain in the school room during the religious exercises the teacher shall permit him to do so, provided that he keeps his seat and maintains decorous behaviour during the exercises.

(*d*) If, in virtue of his right to be absent from the religious exercises, any pupil does not enter the school room till the close of the time allowed for religious exercises, such absence shall not be treated as an offence against the rules of the school.

(*e*) When a teacher claims to have conscientious scruples in regard to opening or closing school as herein prescribed, he shall notify the Board to that effect in writing; and it shall then be the duty of the Board to make such provision as it may deem expedient for the carrying out of the requirements of (1) (*a*) above.

(2) (*a*) The Scriptures shall be read daily and systematically; the parts to be read may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, or from the list of the Selected Scripture Readings of the International Bible Reading Association, as the Board by resolution may direct.

(*b*) A Board may also order the reading of such parts by both pupils and teachers at the closing of the school, the repeating of the Ten Commandments at least once a week, and the memorization of passages selected by the teacher from the Bible.

(3) (*a*) A clergyman of any denomination shall have the right, and it shall be lawful for the Board to allow him, to give religious instruction to the pupils of his own church, in each school house, at least once a week, after the hour of closing the school in the afternoon.

(*b*) Under the same conditions, a clergyman, selected by the clergymen of any number of denominations, shall also have the right to give religious instruction to the pupils belonging to such denominations.

(*c*) If the clergymen of more than one denomination apply to give religious instruction in the same school house, the Board shall decide on what day of the week the school house shall be at the disposal of the clergyman of each denomination, at the time above stated.

(4) Emblems of a denominational character shall not be exhibited in a Continuation School during regular school hours.

Syllabus of Courses

15. (1) Subject to any instructions issued from time to time by the Minister the syllabus of the Courses for Continuation Schools shall be as set forth below.

(2) A subject prescribed for any year or years may be subsequently reviewed.

(3) When the content of a subject differs from that of the corresponding subject for University Matriculation, the Principal shall make the modification necessary for the latter.

Subjects Common to all the Forms

Manners and Morals.—Throughout the courses the teacher shall incidentally, from current incidents, from lessons in literature, history, etc., and by his own example as well as by precept, give instruction in moral principles and practices and in good manners.

The following outline is suggested:

To oneself: Manliness or womanliness, purity, health, nobility, self-control, self-reliance, generosity, truthfulness, cultivation of moral courage, will power, economy, industry, good taste in dress, etc.

To teachers: Respect, obedience, punctuality, neatness, order, etc.

In the home: Respect for parents, due consideration for brothers and sisters, other relatives, etc.

To the people generally: Honesty, courtesy, charity, toleration, justice, respect for property, consideration for the aged, and infirm, etc.

To our country: Love, courage, honour, obedience to law, etc.

Treatment of the lower animals: Humanity, kindness.

Manners: Proper language and conduct at home, at school, on the street, and in public places, at social gatherings, etc.

Physical Culture.—*The Syllabus of Physical Exercises for Public Elementary schools,* which the Minister has authorized, and a copy of which has been supplied to each School library, shall form the basis of the course in Physical Culture. The main object of the course is the symmetrical development of the body, securing at the same time strength and grace with correct and prompt obedience to the will. A systematic and well-developed course of exercises in Drill and Calisthenics, both free and with apparatus, should be taken up in each of the sub-divisions, Regulation 12 (2). While dependent to some extent upon the accommodations and equipment, the exercises should always be suitable in character and frequency to the age and physical condition of individual pupils. Prevailing defects should be studied and exercises and directions given to correct them. School games and sports should be systematically encouraged.

Reading, Writing, and Spelling.—When the course in Form IV of the Public and Separate Schools has been properly completed, special classes in Writing and Spelling should not be necessary and the course prescribed for Reading in the First Year of the Lower School should be sufficient for the special study of this subject. A further knowledge of Reading may be secured by the prescribed practice in connection with Literature, and of Writing and Spelling by attention to these subjects in all exercises. In Spelling, however, the visual impression made on the pupil's mind in extended reading courses will materially aid his acquisition of a knowledge of the proper form of words. Where found necessary, special provision shall be made for Writing and Spelling.

I—Lower School

Reading.—Intelligent and intelligible natural reading; the principles to be learned incidentally.

Exercises in breathing, articulation, and vocalization.

English Grammar: *First Year.*—A thorough review of the work of Form IV of the Public Schools with emphasis on the practical applications.

Second Year.—The intensive and more reflective study of the principles of etymology and syntax, including the logical structure of the sentence and the inflection, formation, and classification of words.

An outline of the history of the development of the language.

Note.—The use of English grammar in teaching correct oral and written composition, though important, especially when the principles of good English can be intelligently applied, is secondary to the insight it gives into the structure of our thinking and expression.

English Composition.—Oral and written composition: elements of Narration, Description, Exposition, and Argumentation.

Letter writing.

Oral and written reproductions or abstracts.

Class debates.

Systematic and careful application of the principles of good English to the correction of mistakes made by the pupils in speaking and writing.

NOTE.—Actual practice in oral and written composition should largely predominate. The main principles of composition (rhetoric) should be learned from the criticism of the compositions, and systematized as the work proceeds.

ENGLISH LITERATURE.—Intelligent comprehension and oral reading of suitable authors, both prose and poetry.

Systematic oral reading of the texts studied in class.

Supplementary reading provided by the pupils themselves or supplied from the school and the public or other library.

Memorization and recitation of choice selections in prose and poetry prescribed by the Department and of others made by the teacher.

NOTES: 1.—The object of the course in the Lower School is the cultivation of a taste for good literature, not by minute critical study, but by reading at home and in school aloud and silently, with due attention to the meaning, standard authors whose works will quicken the imagination and present a strong element of interest. Such authors should be chiefly narrative, descriptive and dramatic.

2.—In each of the two years of the course, at least four books (prose and poetry) shall be read, in addition to the regular class work. Part of such books should be read at home or during study periods, and reviewed in class with special reference to the more difficult passages. At the beginning of each school year a short list should be made out for each Form under a few heads, of such suitable works as may be obtained in the school, public, or other library, and each pupil should be required to read during the year at least one under each head in addition to those taken up in class. The work in literature should be systematically correlated with that in oral and written composition.

3.—In English Literature too much time has hitherto been given to the minute study of the texts. A larger proportion should be given hereafter to the Supplementary Reading. For some weeks at a time the minute study might be intermitted and some of the time thus set free devoted to the important subject of English Composition, in the teaching of which the Supplementary Reading might be utilized, and many compositions might be written in the class under the supervision of the teacher.

HISTORY: *First Year.*—A brief outline of Canadian History to 1840 and a more extended outline from 1840 to the present time.

The elements of the civil government of Canada and of Ontario. The duties of citizenship.

Second Year.—A brief sketch of British History to the Tudor period, a brief outline to 1685, and a more detailed outline from 1685 to the present time.

In both years, supplementary reading and biographical sketches of persons famous in British and Canadian History and in Greek and Roman History.

NOTES: 1.—The main purpose of the course is to arouse an interest in historical reading. As soon as practicable, a beginning should be made in appreciating the logical connection of events. Pupils should be trained to use the school, public, and other libraries for reference purposes and for supplementary reading.

2.—The work in history should be systematically correlated with that in oral and written composition, and so much geography should be taken up as will secure intelligent comprehension of the topics dealt with. Basing compositions on historical topics, especially such as will require supplementary reading, is one of the best means of teaching the subject.

3.—The Public School histories of England and Canada may be taken as presenting the outlines of the courses. These text-books should, however, be supplemented as far as time will permit.

4.—*See Educational Pamphlet*, No. 4: VISUAL AIDS TO TEACHING HISTORY.

GEOGRAPHY: *First Year.*—The following countries with regard to their principal resources, industries, and productions; chief centres of population; the condition of the people and their forms of government; and the influence of their geographical conditions on their political, industrial, and commercial development.

(1) The United States, Mexico, Brazil, Argentine Republic, Chili, France, Germany, Russia, Belgium, Holland, Denmark, Austria-Hungary, Italy, Turkey, Egypt, China, Japan.

(2) The United Kingdom; Canada and Ontario and the other important components of the British Empire.

Outline map-drawing in connection with the study of the above countries.

The countries in (1) to be studied in outline; those in (2), in greater detail.

NOTES: 1.—The course in Commercial and Map Geography, even when studied in detail, should not deal with minute particulars; nor should the pupil be required to memorize the exact statistics, even in the case of the most important; as statistics change from time to time, round numbers will be sufficient. With such general knowledge the pupil will have sufficient for the ordinary purposes of life. When he needs special particulars, he may readily find them in books of reference.

2.—Books of travel and other supplementary reading from the school or public library should be supplied; also, when practicable, exhibits of the products characteristic of the countries studied; and pictures of famous places by means of mounted photographs.

Second Year.—Physical Geography, as follows: Changes of the earth's surface; rocks; rivers, valleys, and lakes; weathering, soils, and underground waters; wind work; glaciers and their work; plains, mountains, and plateaus; volcanoes and earthquakes.

The atmosphere; winds, storms, and climate.

The earth's magnetism.

The ocean; the meeting of land and sea.

Life on the earth; geological history of Canada.

The earth and the sun; the solar system; other heavenly bodies.

NOTES: 1.—As far as practicable the teaching should be based on experiments, the observations during excursions, and the careful study of charts and maps. During the same excursions both Physical Geography and Elementary Science may be studied.

As far as practicable also contour maps should be used in dealing with the topics of the course.

The following laboratory manual and contour maps will be found useful:

Student's Laboratory Manual of Physical Geography—Brigham, 60c. D. Appleton & Co., New York.

Map of United States, 18 in. by 28 in., with contours, 15c. United States Geological Survey, Washington, D.C.

Topographic Map, Niagara Sheet, N.Y., 10c. United States Geological Survey, Washington, D.C.

Map of part of Cobalt, Miller & Knight. Free. Bureau of Mines, Toronto.

2.—The study of weathering should be preceded by an examination of the chief rocks such as granite, sandstone, limestone, and shale, etc., and the relation between the rocks and soils should be indicated; the disintegrating action of frost, air, and rain on monuments can be well studied on a field trip.

3.—The work of rivers should be illustrated by a study of rills and small streams in the neighbourhood; also by a study on maps of young, mature and old river systems.

4.—Weather forecasting should be studied in connection with weather maps. Specimen copies of such maps may be obtained on application to the Director of the Meteorological Office, Toronto.

5.—The study of the ocean should be based on a careful study by the pupils of maps of the Atlantic and other oceans. A chart of the main currents should be compared with a chart of the prevailing winds, and also with a rainfall chart of the world.

6.—The astronomical work should be based largely on observations of the heavenly bodies and on experiments. The explanation of the phases of the moon should be attempted only after the moon has been observed daily for at least a month as to shape, time of rising, position at sunset, etc. The apparent motion of the stars and the changing relation of the planets to the stars should be observed before the relations of the members of the solar system are discussed and the heliocentric theory propounded.

7. Glacial action should be taken up in connection with the study of the glacial evidences of the district.

8.—Where practicable and when time will permit the measurement of the dew point and humidity might be found by pupils; the part played by dust in producing the colours of the sky and in assisting condensation might be experimentally demonstrated.

9.—Isothermal and isobaric charts of the world for winter and summer should be carefully studied. The changes during the seasons and the effect of latitude, altitude, winds, mountains, and ocean currents upon the isobars and isotherms should be explained.

10.—Before taking up the natural phenomena of the air, such as clouds, dew, rain, etc., these phenomena should have been carefully observed by the pupils over an extended period; for instance, before discussing dew they should have records for over a month showing on what nights there was dew; whether the nights were cloudy or clear, still or windy; whether preceded by a warm or cold day; the direction of the wind; on what objects dew appears most abundantly, etc.

ARITHMETIC: *First Year*: The simpler parts of both the theory and the practice of the following course:

Review of principles; measures and multiples; fractions (vulgar and decimal); contracted methods of computation; compound quantities, including the metric system, square root; commercial arithmetic; applications of percentage, including commission, insurance, taxes, interest, discount, stocks, and exchange, including the use of the common business forms; oral arithmetic.

The rectangle, triangle, circle, parallelopiped, prism, cylinder, pyramid, cone, and sphere.

Second year: More difficult parts of both the theory and the practice of the same course.

NOTES: 1.—The processes and problems in the commercial work shall be such as find *direct* application in ordinary life. Accuracy, rapidity and neatness of work shall be kept in view.

2.—The common business forms to be taken up are as follows: Receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts, endorsement and acceptance and consequent liability.

3.—In the prescribed text-book the mensuration is completed before the commercial arithmetic is begun. The teacher should, however, use his own judgment as to the order in which the different parts of the work shall be taken up.

ALGEBRA.—Elementary work; factoring; highest common factor and lowest common multiple; fractions; simple equations of one unknown quantity; square root.

GEOMETRY: *Second Year.*—Definitions; fundamental geometric conceptions and principles; use of simple instruments, compasses, protractor, graded rule, set-square; measurement of lines and angles, and construction of lines and angles of given numerical magnitude; accurate construction of figures;

Some leading propositions in Euclidean plane geometry, reached by induction as a result of the accurate construction of figures; deduction also employed as principles are reached and assured.

The course in Theoretical Geometry begun.

For the details of the course see Appendix A.

NOTES: 1.—Geometry shall not be begun until the second year of the Lower School course.

2.—The introductory course in Practical Geometry should emphasize physical accuracy, exactness in drawing lines of required length, in measuring lines that are drawn, in constructing angles of given magnitude, and in measuring angles that have been constructed. The course in Geometry retains Euclid's common notions, regarding them from modern standpoints.

LATIN AND GREEK.—The Ontario High School Latin Book, including introductory work in the prose authors.

The First Greek Book begun in the second year.

NOTE.—Throughout the courses in Latin and Greek the main objects should be accuracy of knowledge of forms and syntax, accuracy of translation into idiomatic English, and the ability to translate at sight. Attention should also be given to pronunciation and reading aloud, and to the consideration of Latin and Greek words as the roots of English words.

FRENCH AND GERMAN.—The Ontario High School French and German Grammars and Readers, including introductory work in authors.

NOTES: 1.—The work in French should at first be wholly without a text-book, for the training of the ear and tongue; grammar learned incidentally. Names of common objects, states and actions. Memorization of suitable selections from simple poetry. Reading anecdotes, short stories, and easy descriptions, with oral drill on the material read. After three or four months of this course the systematic study of the elementary book should be begun, the work being chiefly oral. German should be begun in the same way the second year, but with greater apportionment of time and more rapid progress. When desirable, owing to local conditions, German may be begun first.

2.—Special importance should be attached to Oral Work. Teachers should improve themselves by attending suitable summer classes and by residence for a time in France and Germany. Boards should assist them, when practicable, by at least allowing them leave of absence for the latter purpose.

ELEMENTARY SCIENCE.—*First Year.*—An elementary practical course in Botany, Zoology, and Physics.

Second Year.—The elementary course in Botany, Zoology and Physics continued, with a similar course in Chemistry.

For the details of the courses see Appendix B.

NOTES: 1.—The objects of the course are to train pupils in correct observation and deduction; to give, in connection with the instruction in geography, a fair knowledge of the world around them to those who will not remain at school more than a few years, and to lay the foundation for the more detailed study of each subject in the case of those who will continue the work into the higher Forms. The spirit of the Nature Study of the Public Schools should be retained, but the teacher should introduce a more systematic treatment of the subject, with such organization of the material as will lead to simple classification and generalization. The course should be correlated with Geography, Drawing, English Composition, Manual Training, and Household Science.

2.—(*a*) Each pupil should possess a good lens, and be taught how to use it. When desirable, the teacher should use the compound microscope for illustration. Approved methods of collecting and preserving botanical specimens and of keeping live animals suitable for study should be systematically followed. Much of the practical work, especially the observations, will necessarily be done out of doors by the pupils alone, under the direction of the teacher, or by the pupils conducted by the teacher.

(*b*) The courses in Physics and Chemistry shall be, as far as possible, experimental, and the pupils should be encouraged to work at home and to prepare simple apparatus.

3.—When practicable, there should be an aquarium, and every school should have an arboretum and a herbarium. A museum, consisting of specimens illustrative of the courses, should also be established. The pupils should be encouraged to provide specimens from the locality.

4.—No Flora or Fauna is authorized as a text-book for the pupils, but it shall be the duty of the Board to provide in the school library a sufficient supply for the pupils' use. Other works of reference shall also be provided, and the pupils should be encouraged to use them as supplementary reading, never as text-books or as substitutes for original work.

5.—Drawing and systematic written description should be required throughout the courses, dated and preserved in note-books for comparison and inspection, the work being systematically supervised by the teacher. *Notes shall not be dictated by the teacher.*

ART: *First Year.*—Mediums: Crayons, lead pencil, and brush and ink and water colours.

Solving simple geometrical problems.

Drawing simple type solids in outline and in light and shade, singly and in groups.

Freehand perspective as applied to object drawing.

Study of colour: the standard colours, intermediate hues, neutralization of colour, scales of tones.

Drawing and painting: (*a*) natural forms, such as grasses, fruits, flowers, leaves, sprays, trees, birds, insects, etc.; (*b*) manufactured objects of simple form, such as boxes, cans, bottles, lanterns, tents, tools, books, furniture, crockery, etc.; (*c*) figure drawing: poses to illustrate ordinary scenes, such as skipping, fishing, playing ball, etc.; (*d*) illustrations (in outline or in silhouette) of school compositions, literature, history or other school work; (*e*) simple landscape, representing phases of the day and the season, with few details, as, for example, clouds, hills, valleys, roads, rivers, trees, houses, boats, piers, or waves.

Pictorial and ornamental design.

Composition and space filling.

Principles of design.

Lettering (freehand and mechanical).

Original designs for calendars, festival cards, book covers, menus, sofa cushions, etc., in neutral tones and in colour, based upon (*a*) geometric forms, (*b*) conventionalized natural forms.

Mounting and exhibiting drawings.

Picture study including the history and the meaning of the picture.

Second Year.—Mediums: Crayons, *or* charcoal and coloured chalks; lead pencil; and brush and ink and water colours.

Drawing pottery in light and shade, singly and in groups, with background and cast shadows.

The principles of perspective and their application to drawing of objects and interiors.

Colour and its harmonies and tone relations.

Drawing and painting: (*a*) more difficult common objects, (*b*) more complex specimens from nature, (*c*) figures posed in small groups to illustrate ordinary scenes or historical incidents, (*d*) illustrations in neutral tones or in colour of school compositions, literature, history, or other school work, (*e*) landscape subjects.

Drawing from casts (optional).

Ornamental design.

The principles of composition.

The principles of design reviewed and extended.

Memory drawing.

Lettering continued and styles of lettering.

Original designs in neutral tones and in colour, for wall paper, friezes, curtain borders, floor coverings, portfolio covers, initial letters, etc.; designs for stencils.

Mounting and exhibiting drawings.

Picture study continued.

For details of a seasonal course see Appendix C.

For lists of suitable pictures, see Appendix H. A more complete list will be found in Educational Pamphlets No. 5: List of Reproductions of Works of Art.

Notes: 1.—The purpose of the course in Arts is primarily cultural. It seeks to lead the student to an appreciation of form, colour, and decorative and harmonious arrangement, having regard also to the useful. It aims to increase the joys and the comforts of life, to develop character, and to awaken the inventive and imaginative faculties of the artist or the industrial activities of the artisan.

The different parts of the courses may be taken up in whatever order the teacher prefers.

2.—A list of indispensable type solids is also given in Appendix H. Care should be taken not to over-emphasize their value in the course. They are useful only in so far as they lead to careful observation in drawing more interesting objects.

3.—In the first year the principles of perspective should be learned inductively from observation and later the laws should be taken up.

4.—Drawings should be from real objects; pictures may be studied to secure correct methods of rendering, but they should not be copied.

5.—The exercises in pose drawing may be made very interesting by allowing the pupils to take their turn, equipped with the necessary accessories.

6.—Illustration lends itself to correlation with other school subjects. A wide choice of subjects should be allowed. The teachers of Literature, Composition, History, and Elementary Science can give material assistance to the teacher of Art.

7.—In design, the natural forms drawn and conventionalized in the course of the year should be used as motifs.

8.—The best work of each pupil should be mounted on sheets of uniform size and exhibited at convenient intervals. Each piece of work should be kept for inspection, properly labelled on the back with the date and the name of pupil, school, and form.

9.—In selecting pictures for study, regard should be had for the age and stage of advancement of the pupils. At first, pupils should be led to the interpretation of the meaning of the picture by a series of judicious questions; afterwards, questions of technique may be considered in the appreciative criticism of the best pictures of our own and other lands. The school lantern can be made of great service in picture study and in teaching the principles of Art.

COMMERCIAL SUBJECTS: *Book-keeping.*—Double and Single Entry, including the use of journal, cash book, sales book, bill book, ledger, financial statements, closing books, and the necessary business papers.

NOTE.—The minimum course in Bookkeeping is contained in sets II, III, IV (or V), VI, and XI (Part I) of the authorized text-book or the equivalent thereof in character and amount.

Writing.—Correct position and movement.
Principles of letter formation.
Formation of a graceful, legible business hand.
Shorthand.—The Theory. Dictation and transcription.
Typewriting.—Copying documents.
Transcription of shorthand notes.
Manifolding, letter-press copying.

NOTE.—The Touch system is recommended.

MANUAL TRAINING.—*First Year*: Review of the Public School Course as far as the condition of the pupil's knowledge may necessitate.
Drawing and Woodwork.
Second Year: Drawing and any one of the following:
Woodwork, Wood-turning, Forging, and Machine-shop practice.
For details of the courses and equipment see Appendix D and Circular 3.

NOTES: 1.—The Forging and the Machine-shop practice, with their associated drawings, which are now sometimes taken as part of the Manual Training course, properly form part of technical and industrial courses; but, except where comprehensive technical or industrial courses have been established, these subjects are for the present permitted by the Department as extensions of the Manual Training course.

2.—If the pupil has received two years' manual training, approved by the inspector, Wood-turning may be taken instead of Woodwork.

3.—Except by special permission of the Minister, the courses in Forging may be taken only by those who have had two years in Woodworking, and that in Machine Shop Practice only by those who have previously taken Forging.

4.—When the pupil has not taken up, or has taken up partially, the Manual Training of the Public School Course, such parts of the subject shall be taken up in the High School as the teacher may deem necessary.

5.—The articles made should be kept for the Inspector's examination.

Household Science.—*Sewing.—First Year*: Review and extension of the course in Form IV of the Public Schools as far as the condition of the pupil's knowledge necessitates, using finer materials.

Household linen: Making towels and sheets, hemming tablecloths.

Use of the machine.

Underclothes, a simple dress or kimona or shirt waist (machine or hand made).

Second Year: Advanced stitches applied to small garments, hemmed patch, fine mending.

Instruction in the use of patterns.

Taking measurements and drafting patterns.

Cutting out and making simple garments.

Threading, running, oiling, and cleaning of sewing machines. Use of attachments (optional).

Cleaning, Cookery, Foods.—First Year: The course, for the Senior Grade of Form IV of the Public Schools, to be reviewed, as far as the knowledge of the class may render it necessary.

The House.—Site, plan, lighting, heating, ventilation, furnishing, and care.

Home-Nursing and Sanitation.—The course of Form IV (Senior), of the Public Schools, to be reviewed.

Laundry Work.—Materials required, with the action of each.

Processes in washing, starching and ironing.

Cookery, Foods.—Second Year: More advanced cookery.

Marketing.

Entertaining.

Household accounts.

For details of the courses and equipment see Appendix E and Circular 3.

Agriculture and Horticulture.—For the details of the two years' seasonal course, see Appendix F.

II—Middle School

English Composition.

The Course of the Lower School in oral and written composition continued and extended.

The study of models of prose-writing systematically taken up towards the close of the course.

Greater attention to the development of literary style.

Note.—The Debating and the Literary Society should supplement the work in this subject.

English Literature.

The intelligent and appreciative study of authors, both prose and poetry, including those prescribed for pass Junior Matriculation into the University of Toronto.

Systematic oral reading of the texts studied in the class.

Supplementary reading provided by the pupils themselves or supplied from the school and the public or other library.

Memorization and recitation of choice selections in prose and poetry prescribed by the Department and of others made by the teacher.

Note.—At this stage, the pupils should be able to begin to appreciate literature as such. Besides works of the same character as those taken up in the Lower School,

other works of a subjective character may be added. The purpose and the spirit of the author and the merits of his thoughts and style should now be moderately dealt with; his defects should not be emphasized. The chief object is still the cultivation of a taste for good literature, and the authors should be read partly in class and partly at home, both silently and aloud.

HISTORY.—*British History.* Great Britain and Canada from 1763 to 1885.

Ancient History.—General outlines of the history of Greece to the death of Alexander, and of the history of Rome to the death of Augustus with a brief outline of the art, literature, philosophy, and social life of the Greeks and the Romans.

The geography relating to the history prescribed.

NOTES: 1.—The details of the political history are less important than the causes and the consequences of events; the social life, literature, art, etc., of the peoples, and the careers of their great men. The development of political institutions should also receive attention.

2.—As in the Lower School, the work in history should be correlated with that in literature and oral and written composition as well as in geography. The great contemporary movements in the history of Europe should be briefly discussed.

3.—The pupils should write short essays on historical subjects. Nothing is more valuable in teaching history than this, especially as it should involve wider reading than that provided by the authorized school texts.

ALGEBRA.—The course in the Lower School reviewed and continued.

Simple equations of two and three unknowns.

Cube root.

Indices, surds.

Quadratics of one and two unknowns; the relations between their roots and co-efficients.

Simple ratio and proportion.

Simple graphs.

GEOMETRY.—The course in the Lower School reviewed.

A selection of the leading propositions in Elementary Synthetic Geometry.

Exercises and deductions on the propositions of the syllabus, the constructions in Practical Geometry being such as naturally spring from the course in Geometry prescribed for the Middle School.

For details of the course, see Appendix A.

LATIN AND GREEK.—The course in the Lower School in grammar and composition continued.

The special study of the texts prescribed for pass Junior Matriculation into the University of Toronto.

Sight work.

FRENCH AND GERMAN.—The course in the Lower School in grammar and composition continued.

The special study of the texts prescribed for pass Junior Matriculation into the University of Toronto.

Sight work.

PHYSICS.—An experimental course defined as follows, and including simple problems:

Electricity.—Magnetism; laws of magnetic attraction and repulsion; magnetic lines of force; phenomena of induction; inclination and declination of the compass.

Production and detection of electricity.

Electrical conductors and insulators; electroscopes and their construction; electrical conduction through air; radioactivity illustrated by means of uranium and thorium salts.

Electrical conduction in liquids; electrolysis; electroplating and electrotyping.

Voltameters, storage and voltaic cells; simple notions of potential; Ohm's Law; electric units; galvanometers and voltameters; laws of resistance; divided circuits, experimental determination of current strength, resistance, and electromotive force; current induction and its general laws; the transformer, the induction coil, dynamo, telephone, motor, ether waves, Rœntgen rays, and wireless telegraphy.

Heat.—Nature and sources of heat.

Relation between volume and the temperature of a gas (Charles' Law).

Absolute temperature.

Change of state.

Latent heat; specific heat; transmission of heat.

Sound.—Vibrations: Transversal vibrations, illustrated with pendulums, rods, strings, membranes, plates; longitudinal vibrations illustrated with rods, strings and columns of air.

Production, propagation and detection of sound waves.

Velocity of sound, pitch; standard forks (accoustical C = 512, musical A = 870).

Intervals; harmonic scale; diatonic scale; equally tempered scale.

Vibration of air in organ pipes; nodes and loops in vibrating air columns and in vibrating strings; wave lengths and velocity relations.

Laws of vibration of strings; interference phenomena; beats, resonance; reflection and absorption of sound.

Light.—The ether, the wave theory of light, rectilinear propagation, image through a pin hole, beam, pencil; photometry; shadow and grease spot photometers.

Reflection and scattering of light; laws of reflection, images in plane mirrors, concave and convex mirrors; drawing images.

Refraction, laws, and index of refraction.

Total reflection.

Path through a prism.

Lenses; drawing image produced by a lens by use of critical rays.

Simple microscope.

Dispersion and colour.

Spectrum; recomposition of light.

Camera.

CHEMISTRY.—An experimental course defined as follows and including simple quantitative problems:

Physical and chemical changes.

Elements, compounds, mixtures, and solutions.

Fundamental chemical laws and principles, as definite proportions, multiple proportions, constancy of mass, equivalence and valency.

Rate of chemical reaction and the conditions that affect it.

Avogadro's hypothesis and its applications.

Ionization in solution.

Properties of acids, bases, and salts.

Types of chemical reactions, as oxidation, reduction, replacement, neutralization of acids and bases, catalytic action. Reactions in solutions.

The following elements and their more important compounds for the purpose of learning their chemical properties and relationships, illustrating the laws and principles of Chemistry, and learning something of the commercial and industrial uses and preparation of materials derived from them:

Hydrogen, Oxygen, Sulphur, Sodium, Potassium, Nitrogen, Chlorine, Bromine, Iodine, Carbon, Calcium.

ART.—The special subjects of the Lower School course reviewed.

Mediums: pencil, charcoal, coloured chalks, crayons, pen and ink, and water colour.

Drawing from the cast.

Drawing and painting landscapes from nature and manufactured and natural objects.

Figure drawing.

Modelling in clay or plasticine.

Ornamental design.

Study and application of Historic Ornament, and styles of Architecture, with suitable lettering.

Designing booklets, book covers, calendars, programmes, book plates, head and tail pieces, initial letters, school announcements, posters, etc.

The study of pictures selected with reference to the Schools of Art.

AGRICULTURE AND HORTICULTURE.—*For details of the course see Appendix F.*

III—Upper School

ENGLISH COMPOSITION AND RHETORIC.—The Middle School Course continued and extended.

The principles of composition and rhetoric systematically studied.

NOTE.—As in the Middle School, the Debating and Literary Society should supplement the work in this subject.

ENGLISH LITERATURE.—The intelligent and appreciative study of authors, both prose and poetry, including those prescribed for honour Junior Matriculation into the University of Toronto.

Systematic oral reading of the texts studied in class.

Supplementary reading provided by the pupils themselves or supplied from the school and the public library.

Memorization and recitation of choice selections in prose and poetry prescribed by the Department and of others made by the teacher.

NOTE.—At this stage, the pupil should be able to read literature still more appreciatively; but the chief object continues to be the cultivation of a taste for good literature, and critical study should be subordinated thereto.

MEDIÆVAL AND MODERN HISTORY.—Outline of Mediæval History from the Barbarian Invasions to the Discovery of America.

Study of Mediæval History in greater detail from the Discovery of America to the death of Queen Elizabeth, 1492-1603.

Outlines of Modern History from the death of Queen Elizabeth to the Treaty of Paris, 1603-1763.

Study of Modern History in detail, 1763-1885.

The geography relating to the history prescribed.

For the details of the course, see Appendix G.

NOTE.—The subject should be dealt with as in the Middle School, and here in particular the comparative method should be employed, as far as practicable. It is recommended that, in connection with English Composition, each pupil should select one or more historical topics to which he will devote special attention, utilizing for the purpose the books of reference available in the school, public, and other libraries.

ALGEBRA.—The course of the Middle School reviewed and extended.

Theory of divisors.

Ratio, proportion, and variation.

Progressions.

Scales of notation.

Permutations and combinations.

Binominal theorem.

Interest forms, annuities, and sinking funds.

GEOMETRY.—The Course in Geometry of the Middle School reviewed and continued.

An introductory course in Co-ordinate Geometry of the point, the straight line, and the circle.

For the details of the course, see Appendix A.

TRIGONOMETRY.—The Trigonometrical ratios with their relations to one another; sines, etc., of the sum and difference of angles, with deduced formulæ.

Use of Logarithms.

Solution of triangles.

Expression for the area of triangles.

Radii of circumscribed, inscribed, and escribed circles.

LATIN AND GREEK.—The course of the Middle School in grammar and composition continued.

The special study of the authors prescribed for honour Junior Matriculation into the University of Toronto.

Sight work.

FRENCH AND GERMAN.—The course of the Middle School in grammar and composition continued.

The special study of the authors prescribed for honour Junior Matriculation into the University of Toronto.

Sight work.

PHYSICS. *Mechanics.*—Measurement of velocity; uniformly accelerated rectilinear motion; momentum; energy, force; metric units of force, work, energy, and power.

Equilibrium of forces acting at a point; triangle, parallelogram, and polygon of forces; parallel forces; principle of moments; centre of gravity; laws of friction; numerical examples.

Properties of matter.—An experimental course illustrating the following topics:

Transmutation of energy; conservation of energy; kinetic theory of matter; heat, a mode of motion; absolute temperature; mechanical equivalent of heat.

Fluid pressure at a point, pressure on a horizontal plane, pressure on an inclined plane, resultant vertical pressure and resultant horizontal pressure, when liquid is unded air pressure and when it is not; transmission of pressure: Bramah press; calculations relating to the preceding.

The siphon.

Surface tension phenomena; surface energy illustrated with applications to filtration, dyeing, and agricultural problems.

Flow of fluids—Toricelli's theorem, Bernouilli's theorem; variation of pressure with velocity of flow of liquid, with application to atomizers, Bunsen filter pumps, forced draughts, ball nozzles, and curves of a baseball or golf ball.

CHEMISTRY.—An experimental course defined as follows:

Chemical theory of the Middle School reviewed and continued; chemical equilibrium.

The practical study of the following elements, with their most characteristic compounds, having regard to Mendelejeff's classification of the elements, and some of the most important economic and industrial applications:

Hydrogen, Sodium, Potassium, Magnesium, Zinc, Calcium, Strontium, Barium, Aluminum, Carbon, Silicon, Tin, Lead, Nitrogen, Phosphorus, Arsenic, Antimony, Bismuth, Oxygen, Sulphur, Fluorine, Chlorine, Bromine, Iodine, Iron, Copper.

MINERALOGY.—An experimental course defined as follows:—

A review of the course in Geology included in the Lower School second year course in Geography.

General chemical composition of the earth's crust.

Meaning of term mineral; crystalline state of matter; physical character of minerals, hardness, streak, lustre, specific gravity, studied from actual specimens. Meaning of terms, rock, ore.

The rock-forming minerals, Calcite, Quartz, Orthoclase, Plagioclase, Muscovite, Biotite, Hornblende, Pyroxene, Olivene, studied from hand specimens.

Examination of hand specimens of the following rocks:

Igneous—Granite, Syenite, Diorite, Gabbro, Diabase, Basalt.

Aqueous—Sandstone, Conglomerate, Shale, Limestone.

Metamorphic—Marble, Gneiss, Slate, Schists.

Veins—kinds, how formed, how filled.

Determination of the following with the aid of simple mineral tables:

Magnetite, Hematite, Pyrite, Galena, Gypsum, Halite, Graphite, Mispickel, Pyrolusite, Stibnite, Zinc blende, Chalcopyrite. Occurrences of gold, silver, coal.

Chief deposits of economic minerals in Canada.

NOTES: 1.—Many of the minerals in the above list can be found in any well-developed gravel pit or stone pile, or the glacial boulders scattered widely over Ontario. Pupils should be required to make excursions in the neighbourhood of the school for the purpose of obtaining them and observing the geological formations.

2.—The determination of the minerals shall be made by observation of their physical properties and by means of the blow-pipe.

BIOLOGY.—*Zoology*: Practical study of the external form of all types, and the dissection or the study of prepared specimens (or models), as specified below. Observational drawings are essential.

An elementary knowledge of the chief functions of the body—nutrition, irritability, motility, excretion, reproduction—and of the mode of life and the life history of the various types.

Study of the principles of classification in any one group, and recognition of the commonest forms in all.

The Frog: Practical study of the external features; skeleton; visceral dissection; central nervous system; action of a typical muscle. Practical study of a cross-section for arrangement of organ systems. Observation of external features of development.

The Fish: Practical study of the external form; chief visceral organs; circulation and respiration; comparison with frog as to organs of locomotion, circulation, and respiration.

The Reptile: Practical study of the external form of a snake and a turtle. Comparison with a lizard.

The Bird: Practical study of the external form, plumage, and skeleton of some common bird. Adaptations to flight. Modification of bill and foot, in so far as they are of value in distinguishing the different chief types.

The Mammal: Practical study of the chief features of the skeleton, the visceral organs, and the chief divisions of the brain of a rabbit or a cat. Major characteristics of mammalian dentition and foot structure, as illustrated by the pig, horse, sheep, rabbit, dog, mole, and bat.

The Worm: Practical study of the external features, and dissection of the earth-worm. Study of cross-section for arrangement of chief organ systems only.

The Arthropod: Practical study of the external form of the crayfish, including segmentation and appendages. Comparison of the external form of the crayfish, grasshopper (or cricket), millipede, and spider.

The Mollusc: Practical study of the external form, and mode of locomotion and respiration, of the fresh-water clam; comparison in these respects with the snail.

The Protozoan: A practical study of the living amœba or paramœcium.

NOTE.—Dissection of at least the Frog and the Earth-worm by the pupil will be required. In other cases, prepared specimens or models may be used. Cross-sections will be studied with the low power microscope.

BOTANY: General types of the great natural groups of plants; classification.

Morphology: Morphology of seed, root, stem, leaf, flower, and fruit. A study of the cellular structure of the leaf and of the relative arrangement of the more important tissues and tissue-systems of the stem and root (as shown by sections) of bean and maize, or of any other typical dicotyledon and monocotyledon.

Physiology: Practical studies of absorption (osmosis), plasmolysis, transpiration, photosynthesis, respiration, irritability (e.g., heliotropism), growth and movement. An elementary knowledge of the phenomena of fertilization and reproduction.

Ecology: Modifications of organs for special functions. Seed dispersal. Light relations. Pollination and adaptations for cross-pollination. Plant associations, e.g., mesophytes, hydrophytes, xerophytes.

Cryptogams: The practical study of representatives of the chief subdivisions of the cryptogams; spirogyra, chara, a mushroom, a lichen, a liverwort, a moss, a horsetail, a clubmoss, and a fern. Distribution and economic importance of yeasts and bacteria. Microscopic structure of the yeast cell; reproduction by budding. Macroscopic observation of a bacterial colony.

Phanerogams: The practical study of representatives of the seed plans of the locality, including at least one member of each of the following orders:

Coniferae, Caryophyllaceae, Ranunculaceae, Cruciferae, Rosaceae, Leguminosae, Spindaceae, Umbelliferae, Ericaceae, Labiatae, Scrophulariacae, Borraginaceae, Compositae, Gramineae (so far as the structure of the flower and stem is concerned), Liliaceae.

NOTE.—As form becomes intelligible only in the light of a knowledge of function and adaptation, it is advisable that the physiological and ecological studies should be taken up in appropriate connection with the morphological. It is also to be emphasized that the making of faithful and neat records of observations is a most important adjunct. In many cases, these should be expressed as drawings, but it should be borne in mind that drawing loses much of its value as an educative factor unless there be an insistence on absolute accuracy and the careful naming of all the features represented. Judgment should, therefore, be exercised in requiring no more than can be done well.

Commercial Courses

16. (1) One or more Book-keeping and Business Papers, Writing, Shorthand, and Typewriting may be taken as subjects in addition to those included in the courses provided under Regulation 9 (3). A Commercial Course, however, consists of subjects which are especially suitable as a preparation for business life; and all or most of them must be taught apart from the subjects of the other courses, either in the same or in a different school.

(2) *Such Commercial courses, whether of one or two years, may be taken up in urban Continuation Schools, Grades A and B, and are, by The Industrial Education Act, now under the control of the Advisory Commercial Committee. Subject to the approval of the Minister and the Board, this committee has power to prescribe the Commercial courses for its school and to provide for examinations and diplomas.*

(3) As a basis for organizing suitable Commercial courses, suggestive courses are given below.

(*a*) For admission to any of the Commercial Courses, pupils must have been duly admitted according to the High School Regulations.

(*b*) The Regulations relating to Religious Exercises and Instruction, Morals and Manners, and Physical Culture, apply also to the Commercial Courses.

Suggestive Courses

First Year

English Literature: The course of the Lower School.

Reading: The course of the Lower School.

Grammar and Composition: The courses for the first year of the Lower School.

The arrangement, punctuation, and form of letters of introduction, application, and invitation; advertisements, notices, orders.

The spelling of words in common use, commercial terms, common geographical names, names of noted persons.

History: The leading events of British and Canadian history (the Public School Histories).

The influence of geographical conditions upon political, commercial, and industrial development.

Geography: The principles and conditions underlying Commercial Geography: Soil and climate and their effect on production; seas, mountains, and rivers and their effect on production, communication, transportation; the distribution of population; agricultural, manufacturing and commercial countries. The application of the principles to the continent of North America.

Arithmetic: Review of elementary work.

Percentage and its application to loss and gain, trade discount, commission, stocks, insurance, taxes, duties, interest, and discount.

Elementary mensuration.

A systematic drill on number combinations, with some attention to short cuts and approximate methods.

Algebra: The course of the Lower School.

Writing: Special attention to position and movement. The formation of a graceful business hand.

(1) Book-keeping and Business Papers: Simple business forms; receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts, endorsement and consequent liability.

Double and Single Entry, involving the use of Journal, Cash Book, Invoice Book, Sales Book, Bill Book, Ledger.

Financial statements, closing the ledger, changing from Single to Double Entry.

(2) SHORTHAND: A course in Isaac Pitman's Shorthand.

Both or either: (1) Book-keeping and Business Papers and (2) Shorthand might be taken, with any of the following in addition:

(*a*) Drawing: The course of the Lower School.

(*b*) French or German: Studied with a view to use in reading and in speech.

(*c*) Science: Elementary work, as a basis for the study of commerce.

Second Year

ENGLISH LITERATURE: The course of the Lower School continued.

COMPOSITION: The course of the First Year continued.

HISTORY: Outline of British and Canadian History, with special attention to the period from 1688 to the present.

The elements of the civil government of Britain and Canada, and the duties of citizenship.

GEOGRAPHY: The raw materials, processes of preparation or manufacture of the principal materials of commerce and the products, including foodstuffs, textile fabrics, building material, and material for use in the arts.

NOTE.—For the proper development of this course, a museum of commercial products and lantern slides or mounted photographs for purposes of further illustration are very desirable.

ARITHMETIC: The course of the First Year reviewed and extended.

Trade discounts, banking operations, analysis of trading and profit and loss accounts, simple partnership problems, compound interest.

WRITING: The course of the First Year continued.

(1) BOOK-KEEPING AND BUSINESS LAW: Use of special columns in books of original entry. Partnership and the sharing of profits by different method. Commission business. Banking transactions: Deposits, withdrawals, discounts, collections. Freight, duty, discount, and bad debts accounts. Division of merchandise and expense accounts into various subordinate accounts. Trading account, profit and loss account, and balance sheet, with percentage calculations.

(2) SHORTHAND AND TYPEWRITING: Speed of 80-100 words a minute.

The touch method; letter writing; addressing envelopes, postcards, and wrappers; legal forms. Transcription of shorthand on the typewriter.

Contracts, negotiable paper, payments, partnership.

Both or either: (1) Book-keeping and Business Papers and (2) Shorthand might be taken, with any of the following in addition:

(*a*) Drawing: Mechanical Drawing.

(*b*) French or German: Course of First Year continued.

(*c*) Science: Elementary Chemistry, for later use in the study of material.

Graduation Diplomas

17.—(1) Graduation Diplomas may be awarded to pupils whose conduct has been satisfactory, and who have completed the prescribed courses, as follows:

(*a*) A Junior Diploma, for a General Course of four years, the course for

admission to the Normal Schools, the Junior Matriculation Course for admission to the Universities, or a Commercial Course of at least two years.

(*b*) A Senior Diploma, for admission to the Faculties of Education, or a Junior Matriculation course for admission to the Universities with at least second class honours in any two of Classics, Mathematics, Science, French and German, English and History.

(2) Each Graduation Diploma shall specify the course the candidate has taken.

(3) For the Commercial Diploma, the examination shall be conducted by the staffs of the schools and any other examiners appointed by the Advisory Commercial Committee.

(4) For the other Diplomas, the Boards may hold their own examinations or may accept as equivalents the University or the Departmental examinations.

(5) All Diplomas shall be signed by the Chairman of the Board of Trustees and the Principal of the School. On the report of the Continuation School Inspectors, the Senior Diplomas may be signed also by the Minister, on application of the Boards concerned.

NOTE.—**The forms for the Graduation Diplomas will be provided by the Minister.**

Inspection

18.—(1) (*a*) Every Continuation School Inspector, while officially visiting a school shall have supreme authority in the school, and may direct teachers and pupils in regard to discipline or to any or all of the exercises of the schoolroom.

(*b*) He shall make enquiry and examination, in such manner as he may think proper, into the qualifications and the efficiency of the staff, the adequacy and the suitability of accommodations and equipment of the school, and all matters affecting the progress and the health and comfort of the pupils.

(*c*) He shall report to the Minister of Education, with his recommendations, the result of his enquiry and examination, within ten days after the close thereof, and shall also from time to time report any violation of the Schools Act or the Regulations of the Department of Education in the case of the schools for which he is inspector.

(*d*) He shall notify the Public or the Separate School Inspector, as the case may be, of the date of his proposed visit to a school.

(2) The following schedule prescribes the number of days to be devoted, as far as practicable, by the Inspector to each class of school:

	No. of days
Grade C	1
Grade B	2
Grade A	2½

Distribution of Legislative Grants

19.—(1) (*a*) The yearly apportionment by the Minister of Education of the Legislative Grant to each Continuation School in the organized counties shall be the total of the sums apportioned on the different bases set forth below in the case of each grade.

(*b*) All sums received by a Board of Trustees from the Legislature and the County as a Continuation School grant shall be expended on the salaries and equipment of said School alone.

(*c*) A financial statement shall be submitted by each Board to the Minister of Education on or before January 15th of each year, in a form to be provided by the Department of Education, showing the receipts and expenditures on this account, with such additional particulars as the Minister may require.

2 (*a*) Continuation Schools shall not share in the General or the Special Legislative Grants to Public and Separate Schools.

(*b*) No Continuation School established after December 31st, 1909, shall be entitled to more than the maximum Legislative Grant for a Continuation School with two teachers.

NOTE.—It is not the policy of the Department to approve of the maintenance or establishment of Continuation Schools with more than two teachers. Localities able to maintain such schools should establish them under *The High Schools Act.*

(*c*) The yearly apportionment by the Minister of Education of the Legislative Grant to each Continuation School in the Districts shall be twice the total of the sums apportioned on the different bases set forth below in the case of each grade in the organized counties.

20. The following is the scheme for the distribution of the General Legislative Grants:

Fixed Grants

1. For Grade C.	
(i) When the equivalent of the time of one teacher is given to the work	$100.00
(ii) When the whole time of one teacher and at least one-half the time of an assistant teacher is given to the work	150.00
2. For Grade B	200.00
3. For Grade A	300.00

On Salaries

1. (i) For grade C, twenty-five per cent. of the excess of the Principal's salary over $400; Maximum Grant, $150; and

(ii) of the excess of the assistant's salary over $200; Maximum Grant, $75.

(iii) No Grant will be made on the salary of an assistant teacher unless he devotes at least half his whole time to the work of the Continuation School.

2. For Grade B, twenty-five per cent. of the excess of the two teachers' salaries over $800; Maximum Grant, $300.

3. For Grade A, twenty per cent. of the three teachers' salaries over $1,500; Maximum Grant, $350.

Accommodations

Grade C Schools

Grade	Closets	Water supply	School premises	School building	Class-rooms	Assembly hall	Halls	Waiting-rooms	Cap-rooms	Teachers' rooms	Desks	Blackboards	Lighting	Heating	Ventilation
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
I	2 00	1 00	.....	.....	6 00	.....	.....	.....	1 00	1 00	3 50	1 00	1 25	1 25	2 00
II	1 50	75	.....	.....	4 50	.....	.....	.....	75	75	2 75	75	1 00	1 00	1 50
III	1 25	50	.....	.....	3 50	.....	.....	.....	50	50	2 25	50	75	75	1 25
IV	1 00	25	.....	.....	2 75	.....	.....	.....	25	25	1 75	25	50	50	1 00

Grades A and B Schools

I	4 80	2 40	12 00	4 80	19 20	2 40	2 40	2 40	2 40	2 40	7 20	2 40	4 80	4 80	8 00
II	3 60	2 00	10 00	3 60	16 00	2 00	2 00	2 00	2 00	2 00	6 00	2 00	3 60	3 60	6 00
III	2 40	1 60	6 00	2 40	12 80	1 60	1 60	1 60	1 60	1 60	4 80	1 60	2 40	2 40	4 00
IV	1 20	80	3 00	1 20	9 60	1 20	1 20	1 20	1 20	1 20	3 60	1 20	1 20	1 20	2 00

Equipment

Ten per cent. of the approved values, the maximum recognized being as follows:—

(1) For Grade C:

Library	$300
Scientific apparatus	300
Biological specimens	50
Maps, charts, etc	50
Art models and supplies	50

(2) For Grade B:

Library	$450
Scientific apparatus	450
Biological specimens	75
Maps, charts, etc.	75
Art models	75
Typewriters	100

(3) For Grade A:

Library	$600
Scientific apparatus	600
Biological specimens	100
Maps, Charts, etc.	75
Art models	75
Typewriters.	200

Special Grants

21. The following is the scheme for the distribution of the special grants:

Teachers' Certificates

(1) In Grades A, B, and C, $40, where, in addition to the minimum qualification, the teacher holds the academic qualification of a High School specialist.

(2) In Grades B and C, and in the case of the Assistants in Grade A, $20, where, in addition to the minimum qualification, the teacher holds a Degree in Arts from a British University.

(3) When the teacher has taught with the certificate specified in (1) and (2) above during the preceding year for less than the year but for at least half a year, half of the above grant shall be paid in each case.

(4) Before the payment of the grant, the status and the competency of the teacher shall in each case be attested by the Inspector of Continuation Schools.

Middle School Drawing

On the following conditions, a grant of $50 shall be made by the Department to the Board of a Continuation School, Grade A or B, to be spent in the purchase of pictures for the Schools, and of $100 to the teacher of the Middle School Course in Art who holds a certificate as Specialist in Art from the Department, and of an additional $100 if he holds also the diploma of A. O. C. A. from the Ontario College of Art:

(1) The Board shall spend at least $50 in addition to the Government grant for the purchase of pictures.

(2) The Inspector's report of the equipment, organization, teaching, and the pupils' exhibits of work shall be favourable.

(3) The Course shall extend over at least one school year, and the provision therefor in the time-table shall be at least three periods a week of one hour each, one of which may be taken out of doors for landscape drawing and painting.

(4) The class shall consist of at least six members in regular attendance, who have already completed satisfactorily to the Principal the Lower School Art Course.

Manual Training and Household Science

DAY CLASSES

(1) No grant shall be made for Manual Training unless at least provision has been made for wood-working and the associated drawing; or for Household Science, unless at least provision has been made for sewing, cookery, sanitation, and hygiene.

(2) The Legislative Grants for each centre shall be apportioned as follows:—

(*a*) An Annual General Grant for Manual Training of $250 and for Household Science, of $150.

(*b*) Twenty per cent. of the annual expenditure for teachers' salaries over $600, to a maximum of $200.

(*c*) (i) For Manual Training, for the first year, 40 per cent. of the value of the equipment to a maximum of $880; and, for each of the three years following, 20 per cent. to a maximum of $440.

(ii) For Household Science, for the first year, 40 per cent. of the value of the equipment to a maximum of $400; and, for each of the three years following, 20 per cent. to a maximum of $200.

(iii) After the fourth year, an Annual Grant of 10 per cent. of the value of the equipment, to a maximum grant in each year for Manual Training of $220; and for Household Science, of $100.

(*d*) An Annual Grant on the character of the special accommodations for the higher work according to the following schemes of grades:

Manual Training

	I	II	III	IV
Wood-working and Wood-turning Shop	$10 00	$7 50	$5 00	$2 50
Forge Shop	10 00	7 50	5 00	2 50
Machine Shop	10 00	7 50	5 00	2 50
Combination Forge and Machine Shop	15 00	11 25	7 50	3 75
Stock Room	5 00	3 75	2 50	1 25
Teachers' Room	3 00	2 75	1 50	75
Blackboards	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50
Heating	2 00	1 50	1 00	50
Ventilation	2 00	1 50	1 00	50
Cloak Rooms and Lavatories	4 00	3 00	2 00	1 00

Household Science

Kitchen	$10 00	$7 50	$5 00	$2 50
Pantry, Cupboard, and Storeroom	5 00	3 75	2 50	1 25
Dining Room	10 00	7 50	5 00	2 50
Sewing Room	10 00	7 50	5 00	2 50
Teachers' Room	3 00	2 75	1 50	75
Blackboards	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50
Heating	2 00	1 50	1 00	50
Ventilation	2 00	1 50	1 00	50
Cloak Rooms and Lavatories	4 00	3 00	2 00	1 00

(3) (*a*) In the distribution of the grant for Manual Training, the maximum recognized value of the equipment for the different departments shall be as follows:—

Wood-work, $500.
Wood-turning, $300.
Forging, $500.
Machine Shop Practice, $800.
Library, $100.

(*b*) In the distribution of the grant for Household Science, the maximum recognized value of the equipment for the different departments shall be as follows:—

Cookery, Sanitation, and Hygiene, $500.
Hand and Machine Sewing, $250.
Laundry Work, $150.
Library, $100.

(4) When the provision for the higher Manual Training or Household Science is less than the time of one teacher for five hours and a half for each of five days a week, the General Grant under (3) (*a*) above will be correspondingly decreased; when it is greater, it will be correspondingly increased.

(5) No grant shall be paid on the equipment of a Manual Training or Household Science centre in which there has been no class for more than one year.

(6) When an equipment on which the legislative grant has been paid to its full value remains unused for two years the Minister may direct the transfer of said equipment to one of the other centres in the Province.

NIGHT CLASSES

The Department of Education will pay the following proportions of the total salaries of the staffs of the Household Science and Manual Training Night Classes:—

In cities with population of 150,000 and over, one-third; in other cities, one-half; in towns, two-thirds; and in villages and rural Continuation School centres, five-sixths.

Agriculture

I—LOWER SCHOOL

(*a*) To the School Board the Minister will pay, on the Director's recommendation, an annual grant not exceeding $100 when the work is carried on throughout the year; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work. In case the teacher leaves at summer holidays, and the Board is unable to secure a successor holding the proper qualifications, due consideration will be shown, provided an effort is made to have the work of the year completed satisfactorily to the Director.

(*b*) To the teacher conducting the work satisfactorily throughout the year (January to December) the Minister will pay on the Director's recommendation an annual grant of $75.00; to a teacher conducting the work only to summer holidays the proportion of the grant will be $40.00; to the teacher conducting the work for the remainder of the year after summer holidays, the proportion of the grant will be $30.00. To the teacher who has taken the first year's course leading to the certificate at the Ontario Agricultural College and undertakes to complete the course for the certificate the year following the grant of $75.00 will be paid, provided the work is carried out satisfactorily throughout the calendar year.

(*c*) To the School Board which has provided and maintained experimental and demonstration plots as described in the circulars, an additional grant not to exceed $25.00 will be paid; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work.

(*d*) To the teacher conducting the experimental and demonstration plots satisfactorily throughout the year for the practical instruction of the pupils and the benefit of the community at large, an additional annual grant of $25.00 will be paid, with no portion paid for carrying on this work during only part of the year.

(*e*) When the work is carried out satisfactorily at a school by the County Agricultural Representative instead of by a regular science teacher holding the Intermediate Certificate in Agriculture and Horticulture, he will be paid the grants specified for teachers above. For carrying on the work in additional schools, the Agricultural Representatives will be paid one-half of the regular grant for each.

(*f*) When an equipment on which the Legislative grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to one of the other schools of the Province.

II—MIDDLE SCHOOL

(*a*) The annual grant to the Board of Trustees shall be a sum not exceeding $100.00.

(*b*) The annual grant to the teacher shall be $75.00 for the full year, or $40.00 paid for conducting the work up to the end of June and $30.00 for the remainder of the year.

(*c*) For conducting experimental and demonstration plots on the school grounds in connection with the class-room and laboratory instruction, an additional grant of $25.00 shall be paid to the teacher and of $25.00 to the Board of Trustees.

III—GENERAL PROVISIONS

(*a*) The grant of $100.00 made to the School Board for the support of the general work may be spent for the purchase of agricultural or horticultural books or charts or subscriptions to journals on farming, dairying, gardening, bee-keeping, poultry-keeping, etc.; for the purchase of Babcock milk testers, spraying equipment, pruning and grafting appliances, school bee-hives, accessories for handling bees, incubator and models for poultry equipment, apparatus for soil, bacteriological or chemical experiments; for providing vegetable and flower seed or seed grain required by pupils in their home projects; for printing instruction sheets, announcements regarding plans for work, competitions, etc.; for meeting the expenses of the teachers or committee acting with the teacher in the supervision of the work; and for such other purposes as may be approved by the Minister.

(*b*) The grant of $25.00 made to the School Board for the special support of the experimental and demonstration plots at or in connection with the school may be spent for the preparation of the ground by manuring, cultivating or draining; for the rental or leasing of additional land adjacent to the school grounds; for the purchase of equipment such as tools, lines, labels, hot bed, cold frame or such other things as may be needed in carrying out the experiments; for the purchase of fertilizers or of planting material such as seeds, roots, bulbs, seedling trees or shrubs, or cuttings to be used in experiments or demonstrations; for the expense of caring for the plots during the summer holidays; and for such other purposes as may be approved by the Minister.

CONTINGENCY OF GRANTS

22.—(1) If in any year the amount voted by the Legislature for any of the above services is insufficient to pay the grants in full, or if there is a balance over, the Minister may make a *pro rata* reduction or increase.

(2) On the report of the Inspector or Director that the equipment or the accommodations of a Continuation School are inadequate or unsuitable, or that one or more members of the staff are inefficient or not legally qualified, such reductions may be made in the grants payable upon the equipment, the accommodations, and the salaries of the staff, as the Minister may deem expedient.

Repeal of Regulations

All former Regulations of the Department of Education that are inconsistent with the foregoing Regulations are hereby repealed.

NOTE.—In the published pamphlet *Regulations and Courses of Study of the Continuation Schools, amended and consolidated*, there appear in addition the regulations re *Authorized Text-books*, the *Statutory Provisions* re *Teachers' Institutes*, and *Appendices A, B, C, D, E, F, G* and *H*, giving respectively: Courses in Geometry; Course in Elementary Science; A Seasonal Course in Art for the Lower School; Manual Training Course; Household Science Course; Course in Agriculture and Horticulture; Course in Mediæval and Modern History; Equipment for Science, Physical Culture, and Art. There are also given the Statutory Provisions affecting Continuation Schools.

INFORMATION, REGULATIONS, INSTRUCTIONS AND COURSE OF STUDY IN ELEMENTARY AGRICULTURE AND HORTICULTURE FOR RURAL AND VILLAGE PUBLIC AND SEPARATE SCHOOLS

(Circular No. 13)

I. General Information

1. The Department of Education for the Province of Ontario, co-operating with the Department of Agriculture, provides for instruction in Elementary Agriculture and Horticulture in the rural and village schools to the end that the needs of country life may be more adequately met in the education provided for country children.

2. The introduction of the subject is not obligatory. Previous efforts to introduce it have shown that success depends very largely on a strong supporting public opinion. The work cannot be successfully carried on where trustees and ratepayers do not believe in it or desire it.

3. The teaching of Agriculture means more than the mere introduction of a new subject. It means a new method! It means a new purpose! It means a new school! It means *Education for Country Life!*

4. When the work is undertaken in any school it will be necessary for the Board of Trustees to arrange for its introduction and support, thus sharing with the teacher the effort to insure success.

5. Besides the instruction in the class-room the work will be carried into effect through the encouragement of home gardening schemes, children's progress clubs, experimental and observation plots, as well as flower beds and borders on the school grounds, and other practical measures.

6. The practical part of the work may be carried out in either one of two ways: (1) A Home Gardening Plan, (2) A School Gardening Plan.

7. For carrying on the experimental and observation plots, the pupils' individual plots, or the flower plots and borders on the school grounds in connection with the work, the purchase of additional land is not necessary. So long as the pupils are not deprived of adequate play-ground accommodation, the work may be conducted in the school grounds, these being of the standard size required by the regulations; and in such cases provision should be made for the protection of the school plots against damage from the games. Where extra land is rented, loaned or purchased, it should adjoin the school grounds or be within very close reach. The greatest care should be taken to prevent injury by dogs, poultry, or stray cattle; grants cannot be paid for gardens or plots which are destroyed through lack of such care. Suitable arrangements must be made for caring for the gardens in the holidays as well as for harvesting any crops that may be ready at that time.

8. The work shall be under the general supervision of the *Director of Elementary Agricultural Education.* He will assist in carrying out the work by arranging for experiments and demonstrations, supplying charts, instruction sheets, bulletins, leaflets for pupils, material for sowing, etc. The work of inspection and supervision by Inspectors and Field Agents will be under his charge.

9. The work in the schools will be taken up in a practical way (1) under teachers competent but not specially certificated, and (2) under teachers holding special certificates in *Elementary Agriculture and Horticulture.*

10. Teachers will receive certificates in *Elementary Agriculture and Horticulture* upon the satisfactory completion of (1) a ten weeks' spring course at the Ontario Agricultural College, (2) two summer sessions at the College and a directed winter's reading course, or (3) a course in Agriculture at a High School, followed by a further course at the Normal School and one summer session at the Ontario Agricultural College.

11. As the work of instruction is based on the personal observation, investigation, or experimentation of the pupils and not on lessons from a book, no prescribed text-book is required. In general, however, the work treated in James' *Agriculture* should be taken by the teacher as a guide.

12. The course of study is arranged from the agricultural topics suggested in the Nature Study outline. As the subject is such a wide one and the local interest throughout the Province so diversified, teachers are free to select such work as best meets local conditions.

II. Regulations

Should the Departmental appropriation for this work not be sufficient to pay in full the sums apportioned on the following bases, the Department of Education will make a pro rata *apportionment.*

1. A rural School Board or a School Board of a village that provides and maintains satisfactorily to the Minister throughout the year a course of instruction in Elementary Agriculture and Horticulture shall be entitled to special grants as specified hereunder; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work. If the teacher leaves at the summer holidays, due consideration will be shown provided an effort is made by the new teacher and the trustees to have the work of the year completed satisfactorily.

2. To the teacher who carries out this work satisfactorily on the reports of the Inspector and of the Director, the Minister will pay, in addition to the salary paid by the School Board, an additional grant, as specified hereunder.

3. Schools intending to undertake for the first time, or to continue this work, and thus qualify for the entire annual grants, must notify the Director of Elementary Agricultural Education at as early a date as possible before December 31st on the form provided in the School Register. This notice shall be signed by the Secretary as well as the teacher.

4. Notifications received later than the beginning of the year, unless under the circumstances explained in Section 30 (III. General Instructions), will be accepted for the portion of the year remaining after the receipt of the notice, but no notifications will be accepted for participation in grants after April 15th.

5. When the work is commenced under an uncertificated teacher and afterwards comes under the charge of a certificated teacher, the grant payable to Boards of Trustees for that year will be that one to which they were entitled at the time the notification of intention to qualify for the grant was sent in.

6. The time allotted to the work shall amount to at least one hour a week during the year; a definite time must be allotted for the work of instruction, satisfactory to the Inspector or Director. Any time taken for the instruction of the classes before or after the regular school hours may be counted.

7. For the purposes of apportioning grants for this work, including practical gardening, the year will be the calendar year (January to December) and not the school year.

8. Throughout the year the teacher shall record from week to week on the special form provided in the School Register the work carried on in the garden and the instruction given in the school. At the end of the year (December) these records shall be forwarded by the teacher as a report to the Minister of Education through the local Inspector. As this report is the guarantee of instruction having been given, no grants shall be paid to either trustees or teachers unless this report is sent in.

9. The pupils in the classes receiving instruction shall keep records systematically in special agricultural note-books or garden journals of the instruction given and the practical work carried out in their gardens. These records will be available for inspection by the Inspector or Field Agent.

10. The accounts for the work shall be kept separate from the general school expenditure, and a financial statement submitted on the special form provided in the School Register, by the Secretary to the Minister through the local Inspector in December. The totals of the receipts and expenditures shall, however, also be included in the General Financial Statement of the Board to the Department of Education. No grants can be paid to a school until these reports are received.

11. The legislative and any municipal grants for the purposes of Elementary Agricultural Education shall be spent solely for the purpose of promoting the cause of agriculture and horticulture in the community through the work of the school.

12. When an equipment on which the legislative grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to one of the other schools of the Province.

13. The grants payable to trustees and teachers with the requirements for earning the same are as shown in the following schedule:

Grants

Requirement	Where teacher is not certificated in Agriculture				Where teacher is certificated in Agriculture, or receives the certificate during the year			
	To Trustees	To Teacher			To Trustees	To Teacher		
		For full year	For winter and spring term	For fall term		For full year	For winter and spring term	For fall term
A. FIRST PLAN								
(1) Instruction throughout the whole year, to be completed satisfactorily, with requirements regarding pupils' records, teacher's report, trustees' statement, etc., fulfilled.	Up to but not exceeding $8.00	$8.00	$4.00	$3.00	Up to but not exceeding $20.00	$20.00	$10.00	$8.00
(2) Supervised home gardens or projects by pupils of Forms III, IV and V.								
(3) Well kept grass and flower plots, borders, screens, etc., at school for beautifying grounds and for instructional purposes.								
B. SECOND PLAN								
(1) Instruction throughout the whole year to be completed satisfactorily, with requirements regarding pupils' records, teacher's reports, trustees' statement. etc., fulfilled.	Up to but not exceeding $12.00	$12.00	$6.00	$5.00	Up to but not exceeding $30.00	$30.00	$15.00	12.00
(2) A well conducted pupils' school farm or school garden, at or in connection with the school, having at least six square rods for experimental and observation plots of local use and interest.								
(3) Well kept grass and flower plots, borders, screens, etc., for beautifying grounds and for instructional purposes.								
(4) For other pupils of Forms III, IV and V, not represented in the work on the six square rods, either additional plots in the school garden, or supervised gardens or projects at home.								

NOTE.—*It is to be understood that the pupils in Forms I and II also will take part in the garden work at school or carry on work at home as far as practicable.*

III. General Instructions

1. As stated in the Regulations, all grants for this work are to be spent solely for promoting the cause of agriculture and horticulture in the community through the work of the school.

This provision permits expenditures for the rental of additional land; for preparing, manuring, or fencing off the garden; for overseeing and caring for the garden through the summer holidays; for improvement of school outbuildings or grounds by purchase of vines; for establishing of arboretum or reforestation of waste area of school property; for the purchase of a Babcock milk tester, magnifying glasses for seed studies, meteorological instruments, soil tubes or simple apparatus to be used in demonstrating features of the work; for buying tools, such as needed to keep up repairs of fences or garden tools, or to make simple appliances needed in the garden work; for provision of seeds, bulbs, garden tools, tool racks, labels, garden lines, window boxes, hot beds, cold frames, grass clippers, lawn mower, etc.; for the purchase of agricultural or horticultural books and charts (not nature study charts), or subscriptions to agricultural or horticultural journals for school library.

2. Before entering upon an expenditure for anything not specified above and involving a considerable portion of the grant, teachers and trustees shall consult the Director. Expenditures should not be made merely for the sake of using up all the grant; nothing except that which will be put to profitable use should be purchased.

3. As the success of this work depends largely on popular favour, it is not desirable in most cases to use grants for any extensive expenditures until there is assurance of the permanency of the work. For example, it is not advisable to build an expensive fence around the garden plots nor to erect a garden tool-house. At first an inexpensive fence of chicken netting will suffice for plots requiring protection and the garden tools may be kept in the school.

4. After the work has been well established at a school and all necessary equipment secured, it should not be necessary for Trustees to expend more than is required for the up-keep of the work.

5. An Agricultural Bulletin Board should be provided in the school. It will be found a valuable help in the work of instruction, and can be made at little expense by fastening to the wall a panel of burlap, cork, linoleum or soft wood, such as basswood. Specimens of weeds, clippings from papers, pictures from journals, agricultural charts, pupils' exercises, new bulletins, school announcements, reports on experiments and such things of interest to the whole school can in this way be readily exhibited. If a ledge is made at the bottom of the board, objects which cannot be hung up may be shown to advantage. This board may be made in connection with the Agricultural Book Shelf.

6. An Agricultural Book Shelf should also be provided. This should be easy of access in the school-room, either in the library or in connection with the Agricultural Bulletin Board. For this there should be provided such books and pamphlets as are included in this recommended list:

Bailey's "Manual of Gardening."
Rexford's "Flowers and How to Grow Them."
Green's "Vegetable Gardening."
Bailey's "Principles of Fruit Growing."
King's "The Soil."

Warington's "The Chemistry of the Farm."
Robinson's "Principles and Practice of Poultry Keeping."
Dean's "Canadian Dairying."
Plumb's "Types and Breeds of Farm Animals."
Root's "The A B C and X Y Z of Bee Culture."
Warren's "Farm Management."
Mann's "Beginnings in Agriculture."
Warren's "Elements of Agriculture."
Dominion Department of Agriculture's "Farm Weeds of Canada."
The bulletins and reports of the Ontario and Dominion Departments of Agriculture.
A subscription to one or more of the agricultural journals.

Other books dealing with local agriculture should be added to the library as required. These books are listed in the catalogue of Library Books published by the Department of Education.

It will not be necessary to buy all the books at the commencement of the work; they may be purchased gradually.

Pupils should be encouraged to take the books home for the use of other members of the family.

7. While there is no text-book prescribed for the work, it is important that pupils should be interested in reading for themselves upon agricultural topics, introduced to the best books, bulletins and journals, and trained to use them in connection with their class studies, debates and experiments. The agricultural books should not be kept behind locked doors, but rather where pupils can get them without much trouble.

8. The *Agricultural Education Bulletins,* issued from time to time by the Department of Education, furnish information about the progress of the work in Ontario, and offer suggestions to teachers and trustees for carrying it on. Two copies of each of these bulletins are sent to every rural school. One is for the teacher and should be retained for use in the school; the other is for circulation amongst the ratepayers. Every teacher who is qualifying for special grants in agriculture should have an intimate knowledge of the contents of these bulletins.

9. In carrying on the practical work either in home gardens or a school garden, failure to get every pupil to take up the work, on account of strong opposition at home or other adequate cause, will not disqualify teacher or trustee from receiving grants.

10. Where the work has been already well established and is now successfully carried on in a smaller area than the minimum required, and it is not possible to enlarge, the area provided will be accepted in qualifying for the grants.

11. The school garden should not be located in an out-of-the-way place on the school grounds. If possible, it should be at the front or side of the school house and within full view of passers-by on the road. If space cannot be taken from the school grounds for it, it may be carried on in nearby grounds or in a neighbour's field. Good work might be done in taking charge of the garden of some one living near the school as a loan or on a rental basis.

12. The amount of equipment for carrying on garden work at school is not specified. At some schools, all the work is carried on with tools brought from the pupils' homes. There are some advantages in this plan for the first year's effort.

For an average school six rakes, six hoes, one digging fork, one shovel, a pronged trowel, two watering cans, a wheel barrow, one mallet, a plentiful supply of garden lines and corner stakes, a hammer and saw will likely suffice. This outfit will cost about $12.00. Grass shears, a sickle and a lawn mower will increase this amount by about $6.00. At odd times a few extra tools may have to be borrowed.

The tools should be put under the charge of a tool officer or garden committee of the pupils.

13. The six square rods specified as the minimum area for the experimental plots in a school garden qualifying for grants is exclusive of paths. It is suggested that as a rule three square rods should be given to experiments or demonstrations on field crops, and three square rods devoted to experiments or demonstrations on vegetables, plant propagation, etc. The interests of the locality, however will be the best guide in selecting experiments, and in some cases it may be considered best to give all the space to field crops, or, on the other hand, to vegetables.

The space devoted to flower-growing can hardly be specified, as it will be best to grow the flowers in beds or borders along the walks, around the experimental plots, or about the school house and fences. In a school of twenty-five pupils, however, an area equal to at least one square rod should be given to flowers.

14. For the smaller pupils, in either home or school garden work, small plots containing easily grown flowers or vegetables or both may well be encouraged. For the older pupils there are advantages in having the work done under conditions similar to those they will meet in actual life.

15. In the School Garden that should be aimed at for every Ontario School two features should be kept clearly in mind.

First: The garden should contain from year to year a few well planned and well conducted experiments and demonstrations on fruits, vegetables or field crops of interest and value to the whole neighbourhood. This part of the garden will constitute a small "experimental farm" for every school section, full of valuable lessons in agriculture.

In it the older pupils of the school, while being trained to "do something in order that they may learn something," will be trained also to co-operate for public service. The things they do will be for the benefit of all.

Secondly: The garden, *i.e.*, the school grounds, should contain neat grass plots, flower beds and borders for the purpose of training children to care for tidy surroundings, to grow flowers and also to make the school premises attractive as the local "beauty spot."

16. The garden work should be planned to develop a consistent and progressive series of studies from year to year, and not allowed to become a matter of aimless repetition; pupils should advance into more difficult work just as they do in arithmetic or other school studies. The interests of the locality should be considered in selecting the work. Teachers should leave records of the work they have carried out for the guidance of their successors, and as a permanent history of the teaching of agriculture in the school section.

17. The experiments and demonstrations that are carried out in the school garden should be made widely known throughout the neighbourhood. The pupils who are conducting the work should be led to think of their work as being for the benefit of the community as well as for themselves and their school. Surplus garden produce should not be wasted or selfishly distributed; as a "community

garden" everyone should share in its gifts. Plans for the garden work of the following season might be considered by the ratepayers at the Annual School Meeting. Trustees or other interested persons should be encouraged to conduct experiments in the school garden. Boys or girls who have left school might undertake some of the experiments also. In a school where there are only a few pupils in the senior classes, this plan will enable a teacher to secure help and experiments for the six square rods required.

18. Instead of having the pupils carry out the work in small separated plots, teachers are quite free to plan the garden along the lines of a farmer's home garden: *it is not the form or style of the garden that is of first consideration.* This plan does not prevent the pupils from making the work experimental. Everything done in the garden should have a *purpose.*

19. The aim in the flower growing side of the garden work should be to make the school like a beautiful home. It will be best carried out in flower borders and beds suitably arranged alongside the walks, or about the school house and fences, just as it might be at the pupil's home. Work in caring for the vines and shrubbery, the hanging baskets, the window boxes, the perennial border, the wild flower plot, the lawn, the paths, the roadside in front of the school may all be considered properly school garden work.

20. In considering the care of a school lawn, *i.e.*, the grass plots, as part of the school garden work, it is not intended that the entire school grounds are to be kept by the pupils as a lawn, but rather that at the front of the school and around the flower beds and experimental plots, neat grass plots should be in evidence. School ground improvement schemes might be planned to cover a series of years, each year adding an additional area to the improved area.

21. Before anything is done in setting out ornamental shrubbery on the school grounds, all preliminary work of grading and draining should be completed. See "Improvement of School Grounds" published by the Department of Education in 1908 for suggestions for this work.

The Department of Landscape Gardening of the Ontario Agricultural College assists schools in this when they have made due preparation for it by enlarging, draining, and grading the grounds. There is no use in considering any elaborate scheme of school ground improvement before these matters are attended to locally.

22. The work carried out by pupils at their homes does not need to be confined to special plots. Some pupils may take charge of the home vegetable garden, the home flower garden, or the lawn, as their project. The work may be the common undertaking of the School Progress Club in growing tomatoes, corn, potatoes or oats. Chicken-raising or the care of the home flock may be accepted as a substitute. Some of the work should be of an experimental character: doing something definite for the purpose of learning something exact.

23. The summer holiday care of a school garden that is planned and conducted along proper educational lines must not degenerate into a caretaker's job. The school garden is for the education of children and indirectly for the people of the neighbourhood; if it has not meaning enough and educational purpose enough in it to secure voluntary good care from pupils and parents, it has no right to exist.

There may be some work in the garden not connected directly with the pupil's plots for which payment will have to be made. For such work arrangements should be made wherever possible with some of the pupils for a small allowance.

A few dollars should cover all the expenses of caring for the garden during the holidays at any school.

In no case should pupils be paid to look after their own plots.

24. Where, for any reason, the school garden work ceases at a school, the land used for the garden should not be allowed to grow up in weeds and become an eyesore. It should be cleaned up and put into grass, or loaned to someone who will keep it clean and put it to good use.

Also, if a garden, commenced in the spring, becomes an eyesore in the summer through neglect, it should be plowed down before it brings discredit on the school and the undertaking.

25. No part of the money provided in the grants is to be used for paying pupils for work on their plots. It would be just as reasonable to pay them for their work in arithmetic. If any of the boys, however, undertake to dig the garden, the money that would otherwise have to be paid may be allowed them, provided the work is done satisfactorily. While it is desirable that pupils be trained to valuate the time and labour expended in the garden work, it is not desirable that a mercenary disposition be developed towards the work.

26. In the case of a graded school where the pupils of Form III and those of Form IV are in separate rooms, the teacher who has undertaken to give the instruction in agriculture should either take all the classes himself (or herself) or direct the instruction given by the other teacher and see that all requirements are fulfilled.

27. The work carried out by the pupils in home gardens may be put largely under the management of the children themselves, organized as a *School Progress Club*. Under this scheme the Club may arrange for experiments for its members, undertake a large share of the inspection of the plots and carry out plans for papers and discusssions on the work at the Friday afternoon meetings of the Club. The teacher's chief office will be to encourage and direct the work.

The work carried out in the garden at school may be managed in this way also to the advantage of the work and the pupils.

28. The immediate commencement of the work is not to be desired so much as a favourable commencement. It is the continuance of the work and not the commencement that should be considered chiefly. It should not be undertaken without carefully planning. It is very desirable that the teacher undertaking the work should remain throughout the calendar year, and that he or she should have the active co-operation of the trustees. If a teacher who is leaving his or her school at summer holidays knows with some certainty that the trustees and ratepayers will endeavour to have the work continued under the new teacher, there may be justification in such cases for a commencement being made. Without such assurance, it will be better not to make a start.

29. If possible the land required for the school plots or the children's home plots should be well prepared in the fall.

30. When a new teacher takes charge of the school at New Year, and consequently it is impossible to have the teacher's signature to the notification due by December 31st, a reasonable time will be allowed trustees and teacher for sending in such notification without disqualification for any part of the full year's grant.

31. Teachers should arrange to see the pupil's work at least twice during the season. The visit to the pupil's home will present opportunities for talking over matters with the parents on other matters besides Agriculture, The chief values

that will come from supervision will lie in the encouragement given the pupil and the prevention of carelessness.

IV. Course of Study

The course of study printed below is that which appears in the School Register in connection with the Teacher's Report required under the regulations.

The instructions given for recording the work done are included herewith also.

Instructions

(1) Teachers desiring help in any phase of the work should write the *Director of Elementary Agricultural Education; Ontario Agricultural College, Guelph.*

(2) In accordance with the Regulations (see Circular 13) teachers are required to record weekly the work done in order to qualify for grants. Pupils also in the upper classes are to keep records of instruction received and work done; for this separate and uniform note books should be used.

(3) This report, endorsed by the teacher, is to be transmitted to the Department of Education through the local Inspector. Teachers should arrange to forward it to their Inspectors at the close of the school term before Christmas, along with the Trustees' statement of expenditure.

(4) The work herein suggested is based on the course outlined in Nature Study. *It is not expected that all the work can be covered.* Teachers will use their own judgment in the choice of topics. The work should bear directly on local interests, and be of a practical character. At least one hour a week is to be given to the work.

(5) While the records must necessarily be brief, they must indicate clearly *what has been done and how it has been done*, e.g.: *April 10th—With pupils' help, pruned old apple tree in school yard; all prepared for work by reading, enquiry and discussion. Pupils recorded work in "before and after" drawings.*

(6) Most of the work of instruction must be of necessity with the pupils in the highest classes. It is to be practical as far as possible; merely talking and reading about topics will not answer; observation, investigation and experimenting by the pupils should form a basis for lessons.

(7) Teachers are recommended to keep a duplicate of this Report for their own or others' guidance in future years. Extra forms may be had on application to the Director.

(8) To prevent delays, misunderstandings or mistakes regarding grants, teachers leaving in June should take care to leave their records complete, properly endorsed and in safe hands, also to show their new addresses.

School	Teacher . . . . .
No. and Township	When Certificate in Agriculture was obtained . . . . .
County	P.O. Address . . . . .
Inspector	

JANUARY

Plant Studies—Investigation of district's forest-tree areas with maps and census—trees represented in firewood and sawlogs—Arithmetic problems on lumber, sawlogs and woodpiles—Plans for conserving local forests, reforesting waste lands or establishing school arboretum—Value of ashes and saving of same for garden.

Animal Studies—Breeds of farm animals with local surveys and references.

Pupils' Progress Clubs—Organization for boys' work in poultry improvement (Poultry Club); and seed improvement (Corn, Oat, Barley or Potato Clubs); and for girls' work in home-cooking or sewing, growing and canning tomatoes or cultivating flowers (Tomato or Flower Clubs); winter reading in connection with these.

Physical Science—Practical lessons on air and liquid pressures—common pump, barometer, lactometer.

FEBRUARY

Plant Studies—1. Germination tests of seed to be sown on local farms—Structure of little plants—Effects of light, heat and moisture on growth.

2. Study of apple or other fruit tree twigs to learn age, markings, fruit and leaf buds, etc.

Farm Crops—Study of structure of head of wheat and wheat grain—Comparison with oats, barley, corn—The legumes and their tubercles.

Milk Studies—Determination of specific gravity—Estimation of fat with Babcock Test—Pupils' cow testing work at home—Cow Testing Associations under Department of Agriculture, Ottawa.

Physical Science—Simple applications of electricity and steam.

MARCH

Plant Studies—Estimation of weed-seed impurities in seed to be sown locally; testing seed for germibility—grading of seed samples under the Seed Control Act.

Farm Work—Maps of home farms showing the proposed plans of cropping—Rotations—Systems of farming.

Garden Work—Commencing seeds in boxes in windows or hot bed—Preparing stakes, labels, tools, window boxes, hanging baskets—Purchasing seeds, fertilizers, etc.—Settling plans for garden experiments.

Soil Studies—A simple analysis—Classification of samples of soils—Water holding capacities—Effect of lime on clay—Soil maps of pupils' home farms—Local drainage schemes and possibilities.

APRIL

Plant Studies—Grafting and pruning—Practice on neglected trees—How to restore an old orchard.

Farm, Garden and Orchard Work—Implements used in spring work—Their principles of construction—How and why used—Spraying outfits—Preparation and uses of fungicides and insecticides.

Farm Arithmetic—Problems based on actual local operations—Cost of plowing, harrowing, seeding, rolling, cultivating.

Garden Work (for April or May)—Preparing the ground, laying out plots, planting.

MAY

Plant Studies—Identification of weed seedlings in garden—Study of fruit blossoms and formation of fruit—Practice in proper method of planting fruit or shade trees.

Arbor Day—Organization for school ground improvement— Local bee to clean, level, plant trees and shrubbery, mend fences and outbuildings, prepare garden, improve road in front of school—Sports and social.

Animal Studies—Earthworm, bee, toad, beneficial birds, particularly in relation to agriculture.

Garden Work—Class instruction and exercises in thinning, mulching and weeding—Studies of seedlings' development—Setting out of window boxes and hanging baskets.

Plan of School Garden, Home Projects, Etc.

Showing location with respect to school—Area—Flower beds—Experiments and demonstrations—Vines and shrubbery planted—School ground improvement undertaken—Work undertaken by School Progress Club or pupils at home—Plans for supervising—How supervised and results of experiments.

JUNE

Plant Studies—Studies of flower structures such as corn, wheat, potato, tomato—Spraying for plant diseases.

Road Improvement—Principles of good road making—An ideal country road—Improvement of road in front of school.

Class Excursion—Directed excursion to Agricultural College or other Experimental Farm for older pupils.

Insect Studies—Work of common injurious insects such as cutworms, codling moth, oyster shell bark louse, cabbage butterfly and remedies.

Garden Work—Leaving all garden work in good shape—Definite arrangements for the care and protection of the garden during holiday, for observations and necessary harvesting.

SUMMER HOLIDAYS

Indicating how the garden was cared for, and what work was done, also condition at school opening.

SEPTEMBER

Plant Studies—1. Weed study excursion—Preparation of mounted collections—Seed collections—Identification tests—Methods of eradication.

2. Pupils' selection of corn in standing crop for seed and exhibition.

School Fair—Display of Progress Club's products (home made articles, poultry, potatoes, oat sheaves, etc., by boys, and sewing, cooking and canning by girls), garden produce, collections, demonstration of experiments carried out at school—Judging and awarding of prizes of books, bulbs, etc.

Insect Studies—The housefly, its structure, habits, life history and suppression—Estimation of damage by codling moth.

Reading—Selection and purchase of agricultural books for school and home libraries. A Farmer's library—Winter's reading plans.

OCTOBER

Plant Studies—1. Collections of apples and other fruits for competition and judging—Talk by local fruit grower—Testing pupils' ability to recognize varieties—Methods of packing and shipping.

2. Collections of injured or imperfect fruit—Causes and remedies.

Farm and Orchard Work—1. Threshing—Storage of crops—Model Barns—Silos—Estimates of yields—Determination of weights of bushels of grain.

2. Fall preparation of soil—Implements used and problems on cost of plowing, etc.

3. Fall pruning—Practice on neglected trees—Cover crops.

Garden Work—Taking cuttings and plants from garden for school or home windows or wintering over—Planting bulbs in school border or forcing for winter bloom—Fall preparation of school garden, cleaning, manuring, and plowing.

NOVEMBER

Corn Fair—Collections of selected corn for competition—Judging competitions—Reading prize essays.

Farm Work—Wintering the farm animals—Good stabling and up-to-date appliances—Feeding—Care of poultry—Best hen houses.

Reading—Class debates, discussions on agricultural topics.

Physical Science—Simple experiments on air.

DECEMBER

Animal Studies—Breeds of farm poultry—Visits to poultry or live stock shows—Survey and census of local poultry industry—Marketing poultry.

Reading—Reviews of subjects read up by pupils in books, papers or bulletins.

Physical Science—Practical exercises with thermometers—Use of dairy thermometer—Weather records.

TEACHER'S REMARKS

Teacher will please report here on the value of the work and the difficulties encountered—Suggestions for improvement of scheme—List of supplies and books purchased—List of things needed yet—Results of experiments, etc.

TEACHER'S ENDORSEMENT

I hereby certify that I have carried out to the best of my ability the instruction in agriculture as required under the regulations set forth in Circular 13 and that the above is a true statement of the work done in this school.

Dated at..... on ....

Teacher

.....191

NOTE.—If the work has been continued after summer holidays by a second teacher, endorsement should be made by both teachers. The first teacher should also state to what address her grant should be sent.

INSPECTOR'S REPORT

The Inspector will please report here on the character of the work so far as he has seen it in his inspections with any further comments or recommendations.

Dated at.....

On.....191 . .....

Inspector.

NOTE.—This report is to be forwarded to the Inspector, who will transmit it to the Minister of Education.

Publications Relating to Agriculture

Copies of these publications have been sent to all the schools concerned, and teachers should see that they are retained in the schools for reference. So far as the supply will admit of it, additional copies are sent to teachers or others requesting the same. Some of the circulars are for pupils' use; additional copies of these are furnished free to teachers who make use of them in the classes. Address: Director of Elementary Agricultural Education, Ontario Agricultural College, Guelph.

Circulars and Charts

	1908....Improvement of School Grounds.
	1909....Plans for Rural School Buildings.
Circular 47.	1907....Equipment for Agricultural Department in High Schools.
Circular 47½,	1911....Regulations and Courses of study for High School Agricultural Departments under District Representatives.
Circular 13,	1912....Regulations Relating to Elementary Agriculture and Horticulture and School Gardens, with a survey of the work in Ontario in 1911. (*Replaced by this Circular.*)
Circular 13A,	1912....Children's Gardening. (*For Pupils.*)
Circular 13B,	1913....Spring and Summer Courses for Teachers at the Ontario Agricultural College, Guelph.
Circular 13D,	1912....Alfalfa or Lucerne. (*For Pupils.*)
Chart No. 1,	1912....Alfalfa or Lucerne.
Circular 13E,	1912....On the Best Time to Sow Spring Grains. (*For Pupils.*)
Chart No. 2,	1912....On the Best Time to Sow Spring Grains.
Circular 47(A),	1912....Regulations *re* B.S.(Agr.) Courses at Universities and O.A.C.
Circular 13M,	1913....Rural Education Conference and Inspectors' Short Course, O.A.C.
Circular 13N,	1913....High School Science Teachers' Course in Agriculture, O.A.C.
Circular 13 (1),	1913....Regulations, Courses of Study, etc., relating to Agriculture and Horticulture in High and Continuation Schools.

Agricultural Education Bulletins

No. 1 (13G)	Jan., 1913	....The Story of an Ontario School Garden.
No. 2 (13F)	Jan., 1913	....Agriculture in the Schools of Ontario.
No. 3 (13H)	Feb., 1913	....Suggestions and Helps for Teaching Agriculture and carrying on School Gardening.
No. 4 (13I)	Mar., 1913	....The Dominion Agricultural Instruction Act, etc.
No. 5 (13J)	Mar., 1913	....The Carleton County Potato-Growing Contest, 1912.
No. 6 (13K)	Apr., 1913	....School Improvement and Arbor Day.
No. 7 (13L)	May, 1913	....Signs of Progress in 1913.
No. 8 (13O)	June, 1913	....Nature Collections for Schools.

Instruction Sheets

In addition to the circulars, bulletins, and charts, listed above, the *Schools' Division of the Experimental Union* sends *Instruction Sheets* with the planting material sent out for school gardening purposes. Additional copies of these are sent free for pupils' use.

No. 1, 1912....School Experiment with Lettuce.
No. 2, 1912....School Experiment with Onions.
No. 3, 1913....School Experiment with Beets.
No. 4, 1913....School Gardening Experiments and Demonstrations.
No. 5, 1913....School Progress Club Organizations and Instructions for Canning for Girls' Canning Clubs.
No. 6, 1913....Corn Clubs for Ontario Schools.

INFORMATION, REGULATIONS, INSTRUCTIONS AND COURSES OF STUDY RELATING TO AGRICULTURE AND HORTICULTURE IN CONTINUATION SCHOOLS, HIGH SCHOOLS, AND COLLEGIATE INSTITUTES

[Circular No. 13 (1)]

General Information

1. The Department of Education for the Province of Ontario, co-operating with the Department of Agriculture, encourages instruction in Agriculture and Horticulture in the Continuation Schools, High Schools, and Collegiate Institutes of the Province, and especially in those centres where a considerable proportion of the pupils come from rural homes.

2. The subject is optional, but Trustees and Principals are urged to consider carefully the desirability of having their schools increase their usefulness by undertaking the work. For pupils who remain in school only one or two years the work should prove especially valuable.

3. In 1914 and thereafter, an examination will be held on the Lower School Course, and, in 1915 and thereafter, on the Middle School Course; and the marks obtained thereat will be added as a bonus to those obtained by the candidate on the prescribed subjects, provided the candidate submits the certificate prescribed by the High School Regulations. In the case of the Middle School examinations, candidates are elegible for admission whether they have taken the Lower School examination or not.

4. Besides the instruction in the school laboratory and class-room, practical work shall be carried on by the pupils in supervised home projects. Experimental and demonstration plots at the school should also be provided where practicable.

5. The work shall be under the general supervision of the *Director of Elementary Agricultural Education,* who will assist in carrying it on by advising as to methods and plans, by arranging for experiments and demonstrations, and by supplying instruction-sheets for teachers and pupils, material for sowing, etc. He himself will conduct the work of inspection and supervision assisted by Inspectors and Field Agents for this purpose, under his direction.

6. The instruction will be given by teachers of science holding the *Intermediate Certificate in Agriculture and Horticulture,* or by the District Agricultural Representatives as the Board of School Trustees may determine.

7. Teachers of Science will be granted the Intermediate Certificate in Agriculture and Horticulture upon the satisfactory completion of two five weeks' summer sessions at the Ontario Agricultural College.

8. When the work is to be undertaken in any school it will be necessary for the Board of School Trustees to arrange for its introduction and support, thus sharing with the teacher in the effort to insure success. In the supervision of the pupil's home projects, trustees should be ready to assist the teacher when necessary.

9. To provide at a school for experimental and demonstration plots, a large area is not required at any time; and at the commencement satisfactory work may be carried out, at least for a small school, on about one-fifteenth of an acre. Where extra land is rented, loaned, or purchased, it should adjoin the school grounds or be within very close reach. The greatest care should be taken to prevent injury by dogs, poultry, or stray cattle: grants cannot be allowed for gardens or plots

which are injured through lack of such care. Suitable arrangements must be made for the care of the gardens in the holidays as well as for making proper records of experiments and harvesting any crops that may be ready during that period.

10. No text-book is prescribed for the work; the instruction is to be based on the pupil's own observations, inquiries, and practical undertakings, rather than on prescribed reading from any special book.

11. Standard works in Agriculture and Horticulture, as well as the Government bulletins and reports, shall be provided in the school library or on a special agricultural book shelf for pupils' and teachers' reference. To train pupils to know how to use these should be considered an important part of the course.

Lower School Course

REGULATIONS AND APPORTIONMENT OF GRANT

1. The Board of Trustees of a Continuation School, High School, or Collegiate Institute that provides and maintains satisfactorily to the Minister a course of instruction in Agriculture and Horticulture in the Lower School of the High School Course, extending over two years and carried out by means of pupils' home projects and other instruction in the school under a teacher with an Intermediate Certificate in Agriculture and Horticulture, shall be entitled to a special grant as specified hereunder.

2. A Board of Trustees which, in addition to the above practical scheme of pupils' home projects provides and maintains satisfactorily to the Ministers experimental and demonstration plots at or in connection with the school for the practical instruction of the pupils and the benefit of the community at large shall be entitled to an additional special grant as specified hereunder.

3. To a teacher with the Intermediate Certificate in Agriculture and Horticulture, who carries out this work satisfactorily, on the reports of the Inspector and of the Director, the Minister will pay, in addition to the salary paid by the School Board, a special grant as specified hereunder.

4. Schools intending to undertake for the first time or to continue this work and thus qualify for the entire annual grants, must notify the Director of Elementary Agricultural Education at as early a date as possible before December 31st. This notice shall be signed by the Secretary as well as the teacher.

5. For the purpose of apportioning grants and reporting on the work the year will be understood to mean from January to December, inclusive.

6. The time allotted to the work shall amount to at least two hours a week during the year for the class of each year in the Lower School; a definite time must be allotted for the work of instruction, satisfactory to the Director. Any time taken for the instruction of the classes before or after the regular school hours or on Saturdays may be counted.

7. Throughout the year the teacher shall record from week to week on a special form to be provided by the Department of Education, the instruction given in the school, and the practical work carried on in connection therewith. At the end of December these records shall be forwarded by the teacher as a report to the Minister of Education. No grants shall be paid to schools or teachers that fail to send in this report.

8. Records of the instruction given in school and the practical work carried on in home projects or in school plots must be kept systematically by the pupils also. These records shall be available for inspection. The collections of economic

plants, insects, and weed seeds, made in connection with the work, shall also be available for inspection.

9. The accounts for the work shall be kept separate from the general school expenditure, and a financial statement submitted on a special form by the Secretary to the Minister of Education at the end of December. The totals of the receipts and expenditures shall, however, also be included in the General Financial Statement of the Board to the Department of Education. No grants can be paid to a school until these reports are received.

10. The legislative and any municipal grants for the purposes of Agricultural Education shall be spent solely for the purpose of promoting the cause of agriculture and horticulture in the community through the work of the school.

11. The work shall not be undertaken unless there are at least six pupils in regular attendance in the class of each year.

12. (*a*) To the School Board the Minister will pay, on the Director's recommendation, an annual grant not exceeding $100.00 when the work is carried on throughout the year; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work. In case the teacher leaves at summer holidays, and the Board is unable to secure a successor holding the proper qualifications, due consideration will be shown, provided an effort is made to have the work of the year completed satisfactorily to the Director.

(*b*) To the teacher conducting the work satisfactorily throughout the year (January to December) the Minister will pay on the Director's recommendation, an annual grant of $75.00; to a teacher conducting the work only to the summer holidays the grant will be $40.00; to the teacher conducting the work for the remainder of the year after summer holidays, the grant will be $30.00. To the teacher who has taken the first year's course leading to the certificate at the Ontario Agricultural College and undertakes to complete the course for the certificate the year following the same grants will be paid, provided the work is carried out satisfactorily.

(*c*) To the School Board which has provided and maintained experimental and demonstration plots as described in Regulation 2, an additional grant not to exceed $25.00 will be paid; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work.

(*d*) To the teacher conducting the experimental and demonstration plots satisfactorily throughout the year for the practical instruction of the pupils and the benefit of the community at large, an additional annual grant of $25.00 will be paid, but no portion will be paid for carrying on this work during only part of the year.

(*e*) When the work is carried out satisfactorily at a school by the County Agricultural Representative instead of by a regular science teacher holding the Intermediate Certificate in Agriculture and Horticulture, he will be paid the grants specified for teachers above. For carrying on the work in additional schools, the Agricultural Representatives will be paid in addition one-half of the regular grants.

13. When an equipment on which the Legislative grant has been paid to its full value remains unused for two consecutive years, the Minister may direct the transfer of said equipment to one of the other schools of the Province.

NOTE.—*Should the Departmental appropriation for this work not be sufficient to pay in full the sums apportioned on the foregoing bases, or should there be a surplus after such apportionment, the Department of Education may make a pro rata apportionment.*

14. The grant of $100.00 made to the School Board for the support of the general work may be spent for the purchase of agricultural or horticultural books or charts, for subscriptions to journals on farming, dairying, gardening, beekeeping, poultry keeping, etc.; for the purchase of Babcock milk testers, spraying equipment, pruning and grafting appliances, school bee hives, accessories for handling bees, incubator and models for poultry equipment, apparatus for soil, bacteriological or chemical experiments; for providing vegetable and flower seed or seed grain required by pupils in their home projects; for printing instruction sheets, announcements regarding plans for work, competitions, etc.; for meeting the expenses of the teachers or committee acting with the teacher in the supervision of the work, and for such other purposes as may be approved by the Minister.

15. The grant of $25.00 made to the School Board for the special support of the experimental and demonstration plots at or in connection with the schools may be spent for the preparation of the ground by manuring, cultivating or draining; for the rental or leasing of additional land adjacent to the school grounds; for the purchase of equipment such as tools, lines, labels, hot bed, cold frame or such other things as may be needed in carrying out the experiments; for the purchase of fertilizers or planting material, such as seeds, roots, bulbs, seedling trees or shrubs, or cuttings to be used in experiments or demonstrations; for the expense of caring for the plots during the summer holidays; and for such other purposes as may be approved by the Minister.

NOTE.—*The care of the experimental and demonstration plots during the summer holidays should not be allowed to degenerate into a caretaker's job. Where the work is organized in the proper spirit the pupils will continue their charge of the plots. If such arrangements cannot be made, it will be best to put the work into the charge of a few specially instructed pupils, who may be allowed a small fee for their work. If the teacher is absent during the holidays a member of the School Board may be deputed to give the work his oversight.*

16. The work to be undertaken by the pupils as home projects should be considered and selected early in the course so that there may be plenty of time for reading up on the subject and maturing plans. In assisting a pupil to select a project, his age and home interests should all be considered. The aim should be to choose some project which can in all probability be carried through successfully. It will be advisable to restrict the pupils in each class to a limited number of undertakings and to have groups working at some common projects. The work may be carried out through the organization of a *School Progress Club,* in which case the number of projects will be best limited to a very few. A large number of projects has been outlined below, but the teacher should remember that only a few should be undertaken in one year by the pupils in a class. The suggestions also show what might be chosen for the experimental and demonstration plots on the school grounds. Some of the simpler projects or those requiring only a short period in which to carry them through, might be supplemented by other choices. Generally speaking, the project which involves careful attention through a period of some length should yield the largest educational returns.

17. In all the work pupils are required to keep records. In projects that have a commercial side to them, the records should show the time spent on the work and the value of the products. The records should be kept in some uniform system, preferably a loose leaf note-book scheme.

18. It is not necessary that the pupil should carry on the work at his own home. In some cases he may arrange to undertake some line of work in a neighbour's field or garden, for which he may accept payment; or he may carry out the

work in one of the experimental plots at the school. Neither is it necessary that the pupil should perform all the work alone; but where labour is hired or assistance given, this should be duly acknowledged in the records and considered in calculations.

19. While the regulations require only six pupils to be enrolled in each class in order to commence the work, it is very desirable that as many as possible of the pupils of the classes concerned should take up the work. Principals and Boards of Trustees are urged to use their influence to this end, particularly in the case of pupils who might very well and profitably take up the work.

Suggested Home Projects for the Lower School

On Gardening

(1) To take charge of the home vegetable garden or part of it.

(2) To establish, improve or care for home lawns.

(3) To grow one or more vegetables, such as tomatoes, beets, corn, beans for canning.

(4) To grow one flower and one vegetable in a pupils' competition.

(5) To set out and care for a strawberry, raspberry, or asparagus bed.

(6) To set out and care for a row of currants or gooseberries.

(7) To establish a perennial flower border.

(8) To set out and train climbing rose, Boston ivy, or other climbers.

(9) To test two varieties of a vegetable, such as arranged for by the Schools' Division of the Experimental Union.

(10) To grow new kinds of vegetables.

(11) To improve the back yard with grass plots, flower borders, and climbers on the fences.

(12) To establish a wild flower garden at home.

On Fruit Growing, Nursery Work, Etc.

(1) To renovate an old orchard, or part of it.

(2) To set out and care for one or more fruit trees or grape vines.

(3) To care for one or more trees by pruning, scraping, spraying, and cultivating.

(4) To experiment on thinning out fruit on heavily bearing tree.

(5) To produce one's own fruit trees by raising seedlings and grafting on roots or budding.

(6) To propagate currants, gooseberries and grape vines from cuttings.

(7) To raise shade trees from seeds and nuts, *e.g.*, horse-chestnuts, oaks, hickories, walnuts, maples, elms.

(8) To propagate ornamental shrubbery, such as privet, bush hydrangea, roses, etc., from cuttings.

(9) To buy ornamental shrubbery of one-year stock and care for it in nursery lines until large enough to set out.

(10) To get young evergreen and other tree seedlings from the woods and bring on in nursery lines to prepare for home planting.

(11) To get a colony of bees and learn to handle it.

On Production of Field Crops, Home Grown Seed, Etc.

(1) To compare thick and thin seeding of some common field crop.

(2) To compare results from different dates of seeding.

(3) To compare yields from same weights of large and small seed.

(4) To compare yields resulting with different depths or different number of times of cultivation, say of corn.

(5) To compare yields resulting from uses of different mixtures of chemical fertilizers.

(6) To produce one's own mangel, turnip, or carrot seed.

(7) To test and introduce a new variety of grain, alfalfa, clover, potato or other crop, such as recommended by the experimental stations.

(8) To enter local competition in obtaining the best yields from one-tenth acre of corn, potatoes, turnips, etc.

On Crop and Live Stock Improvement

(1) Having joined the Canadian Seed Growers' Association, to commence practical seed selection and improvement.

(2) To enter one of the Field Crop Competitions organized by the Ontario Department of Agriculture.

(3) To undertake one of the experiments offered by the Experimental Union, comparing approved varieties of oats, barley, potatoes, etc.

(4) To commence the selection of the best hills of potatoes, best head of corn, best heads of oats and grow crops from these.

(5) To purchase, plant, and care for choice seed from a leading seed grower for comparing with home-grown seed.

(6) To secure eggs of some improved strain of poultry (*e.g.,* O.A.C. Barred Rocks) and build up a pure flock.

(7) To make individual milk tests for the home dairy herd in order to find out which cows are most valuable.

On Farm Management and Improvement

(1) To make a complete valuation of the farm and all its equipment, buildings, fences, drains, machinery, live stock, feed, fields and orchards.

(2) To estimate the cost of producing the different crops grown, keeping accounts for each field.

(3) To estimate the cost of raising pigs, chickens, cattle, sheep or horses.

(4) To estimate the cost of producing milk and butter.

(5) To carry out a system of book-keeping for the farm for a year.

(6) To make a drainage survey of the farm with map showing location of old drains and new drains required.

(7) To test a scheme of cultivation for the eradication of weed pest in a field.

(8) To use split-log drag for improvement of roads about and on the farm.

(9) To make a survey of the home woods, estimating the amount of mature or spoiling wood available for lumber or fire wood and making plans for restoration or improvement.

(10) To conduct an experiment to find the results of following a system of rotation.

On Farm Mechanics, Home Carpentry, Etc.

(1) To make utensils required on farm or in home, *e.g.,* wood-box, book-shelf, milk-stool, saw-horse, poultry feed boxes, butter worker.

(2) To put down cement sidewalks about home, making cement fence posts, water troughs, etc.

(3) To use farmer's hand forge and learn to make simple blacksmithing repairs.

(4) To build, repair, and readjust all farm gates.

(5) To repair barns and sheds, replacing broken windows, floors, partitions, steps, etc.

(6) To plan, make out bill for material, purchase, and build new poultry house, pig pen or shed.

(7) To build in new ventilators in stables.

Lower School Course of Study

The following is the Lower School Course of Study. Subject to the approval of the Director, modifications may be made therein to suit local conditions.

First Year

September

Physics: Measurements of fields and surveys for drainage; needs, value and methods of drainage.

Gardening: Selection, purchase and outdoor planting of bulbs; methods of potting and forcing bulbs for winter bloom.

October

Plant Studies: Field studies of weeds; habits of growth and seed distribution; methods of eradication.

Fruit Growing: Fall management of orchard, pruning and cultivation; methods and systems of fruit packing; work of co-operative fruit associations; law relating to fruit marking, etc.

Beekeeping: Management of bees in fall and winter.

November

Poultry: Housing, feeding and management of poultry in winter; fattening and marketing; breeds.

Horticulture: Cutting scions from fruit trees to store for root-grafting in winter. Planting apple seeds for production of seedlings.

December

Chemistry: Simple study of plant substances, such as determination of moisture, carbon, ash, starch, and gluten; simple studies of soils, insecticides, fungicides, and common substances used on the farm.

School Meeting: Public meeting at school at which reports on work done will be given and prizes distributed.

January

School Progress Club: Organization and plans for home project work; arrangements for preliminary reading, recording, and supervising work.

Dairying: Milk testing with Babcock tester; care of milk and pasteurization; use of lactometer; individual cow records and herd improvement; care of dairy herd; construction of dairy stables.

February

Botany: Determination of weed seed impurities in clover seed, etc.; germination tests of farm and garden seeds; Seed Control Act; methods of combating weeds.

March

Soil Studies: Simple physical analyses of different classes; comparisons by weight; determination of air and water capacities, capillarity; effects of frost, lime and humus on clay.

Gardening: Preparation, care and uses of hot bed and cold frame; methods of growing potatoes, onions, rhubarb, lettuce, cabbage, tomatoes, etc., for early crops; small fruit culture: methods of growing strawberries, raspberries, currants, grapes, etc.

April

Poultry: Incubation, brooding and rearing of chicks; management of poultry in summer.

Gardening: Beautifying of home surroundings; plans for home gardens; preparation of soil; selection of varieties; planting tables; care of growing plants.

May

Garden Work: Preparation and planting of experimental and demonstration plots in school garden; work in home gardens.

Beekeeping: Colony studies to learn organization, life histories and work of bees; construction of hives; methods of handling.

Botany: Study of flowers of fruit trees, the settling and development of fruit; natural and artificial fertilization; flowers and seed-development of forest and shade trees.

June

Insects: Recognition, life histories, work and remedies for insects injurious to orchard and garden; spraying mixtures and application.

Botany: Study of economic plants, such as grasses, ornamental shrubbery, garden flowers.

Crop Improvement: Plans for selecting choicest seed of grains, vegetables or flowers for next year's growing; work of Canadian Seed Growers' Association.

July and August

Supervision of Practical Work: Reports on care and management of school experimental plots and home projects of pupils.

Second Year

September

Gardening: Storing vegetables, fruits and house plants for winter; methods of winter forcing of rhubarb, swiss chard; preparations and seeding for early spring crops.

Bacteriology: Moulds and bacteria in relation to canning and preserving; methods of canning. Work of bacteria in soil; legume bacteria.

October

School Exhibit: Exhibition of pupils' and school's work at school or local fair.

Horticulture: Preparation for winter of tender climbing plants, shrubs and flowers; lifting, dividing and replanting perennials.

Home Projects: Reports on home gardening projects and summarizing results.

November

Farm Animals: Breeds of cows, horses, sheep and swine; practice in using score cards; telling of age of horses by teeth; care and management of farm animals; construction of stables.

December

Agricultural Arithmetic: Estimating of holding capacities of mows, bins, wagon boxes, silos, cisterns, wells, troughs, barrels, milk utensils; estimates of weights of hay loads, stacks, manure piles; estimate of sand, cement, lime, brick, stone or lumber required in building barns, sheds, silos, etc.

Rural Economics: Laws relating to agriculture; organizations for advancing agriculture; co-operative associations; value of good roads; rural advancement, etc.

January

Dairying: Simple analysis of milk to show albumin, casein and sugar; composition and value of whey and buttermilk; experiments to show effects of bacterial or mould contamination; construction, care and advantages of cream separator; manufacture of butter and cheese; dairy manufacturing; visit to creamery or evaporator.

February

Farm Crops: Kinds of farming and the best kinds for the neighbourhood; crops best suited to locality and best varieties of grains; methods of crop improvement; systems of rotations and values; plans for model farms.

March

Physics: Principles of farm machines or appliances; simple experiments with pulleys, levers, etc.

Chemistry: Uses of manures and fertilizers; examination, identifications and simple tests for common commercial fertilizers; calculation of values and proportions in which to be mixed.

April

Fruit Growing: Selection of location and planting plans for orchards; varieties suited to local planting; orchard management and care; methods of pruning and grafting.

Agriculture: Methods of soil cultivation; best times and methods of seeding. Farm management: care of machinery, costs of manuring, soil preparation, seeding, harvesting, threshing and marketing.

May

Garden Work: Work in home gardens or school plots.
Botany: First year's work continued.
Beekeeping: First year's work continued.

June

Insects: First year's work continued.
Botany: First year's work continued with study of common plant diseases and treatment for them.
Horticulture: Methods of budding and propagation by cuttings.

July and August

Supervision of Practical Work: Reports on care and management of school experimental plots and home projects of pupils.

Middle School Course

REGULATIONS

The Middle School Course, which should extend over two years, may be taken only in schools where the Lower School Course is being taken.

The general plan outlined for the Lower School should be followed for the Middle School. The same grants will be paid to teachers and trustees and the same requirements as regards the instruction and examinations will have to be met, as follows:

1. Annual notification of intention to undertake the work shall be sent to the Director of Elementary Agricultural Education.
2. The instruction shall be given by a science teacher who holds the Intermediate Certificate in Agriculture or by a District Agricultural Representative.
3. Two hours a week shall be given to the subject in each year's class of the Middle School, and pupils are required to keep systematic records of the class and laboratory work.
4. Home projects supervised by the teacher shall be carried out by pupils and records of the work kept.
5. Teachers shall keep records of the instruction given, and at the end of December shall send in the prescribed reports to the Minister.
6. Trustees shall keep separate accounts of the expenditures and shall report to the Minister at the end of December.
7. No text-book is prescribed, but an agricultural reference library shall be established and pupils trained and encouraged in its use.
8. For the purpose of apportioning grants the year shall be understood to mean from January to December, inclusive.
9. The annual grant to the Board of Trustees shall be a sum not exceeding $100.00.
10. The annual grant to the teacher shall be $75.00 for the full year, with $40.00 paid for conducting the work up to the end of June and $30.00 for the remainder of the year.
11. For conducting experimental and demonstration plots on the school ground in connection with the class-room and laboratory instruction, a grant of

$25.00 additional shall be paid to the teacher and a sum not exceeding $25.00 to the Board of Trustees.

Middle School Course of Study

The following is the Middle School Course of Study. Subject to the approval of the Director, modifications may be made therein to suit local conditions:

1. *Field Husbandry*: History of agriculture; different systems of farming, different kinds of soil; rotation of crops, farm crops in their relation to drainage; application of manures; green manuring; preparation of the land for the different crops; methods of cleaning, testing and selecting farm seeds; study of cereals, roots, fodder crops, grasses, clovers, and other farm crops; sowing, harvesting, preserving, marketing.

2. *Animal Husbandry*: A study of the history and characteristics of the principal breeds of live stock, including light and heavy horses, beef and dairy cattle, sheep and swine; feeding and management; principles of breeding; registration of pedigrees; market requirements.

Visits to local farms, and practical work in judging stock.

3. *Dairy Husbandry*: The herds: formation, care, and management of a dairy herd, rearing of calves; dairy stables; lighting, cleaning, and ventilating; individual cow records. The milk: care of milk, elementary chemical and bacteriological study of milk. The home dairy: running of hand separators and care of dairy utensils; manufacture, packing, and marketing of butter.

Visits to local creameries and cheese factories, and a study of factory methods of manufacture, packing and marketing.

4. *Poultry Husbandry*: The most valuable breeds and varieties of hens, ducks, geese, and turkeys, their characteristic points and peculiarities; various methods of housing poultry; incubation, brooding, and rearing of chickens; general methods of feeding and management; market conditions; the fattening and dressing of poultry for home and foreign markets.

5. *Beekeeping*: Management, wintering, swarm control, honey production, increase, queen-rearing, symptoms and treatment of disease.

6. *Horticulture*: Treatment of fruit plantations: cultivation, grafting, spraying; value of cover crops; methods of growing and caring for vegetables; selection of varieties; study of insect and fungus diseases affecting fruit and vegetables; care, storing, and marketing of fruit.

7. *Forestry*: Forestry as related to the farm; classification of the common forest trees, the establishment, care and protection of the wood-lot; varieties and methods for roadside planting and shelter belts.

8. *Agricultural Botany*: Identification and eradication of weeds and weed seeds, Seed Control Act and its application; experiments to show seed germination and growth of plants; the relation of plants to soil, air, light, temperature, and moisture; systematic study of the structure of cereals, grasses, legumes, and roots; plant diseases: smut, rust, mildew, etc.; how to recognize and combat them; collecting, pressing, and mounting of weeds and grasses and weed seeds.

9. *Entomology*: A practical course in economic insects, identification, habits, and life histories; a close study of the more important insects, by means of breeding and rearing cages; insecticides; collecting of injurious and beneficial insects and samples of their work.

10. *Agricultural Physics*: Soil: classification and physical examination, origin, and mode of formation; soil forming, soil-forming rocks and minerals;

behaviour towards moisture. Surveying and drainage; measurement of fields and farms with the chain; calculating areas and drawing plans; use of various instruments for determining levels, preparing plans for drainage; methods of digging, laying of tile and filling of trench; calculations concerning required size of tile and cost of various systems. Conservation of moisture by drainage, mulching, and cultivation; capillarity and its relations to plant growth. Water capacity of different soils. Mechanics: principles of farm machinery; principles of ventilation, lighting and heating.

11. *Agricultural Chemistry*: Chemical composition of soils; elements used by plants; availability and assimilation of plant food in the soil; application of fertilizers; absorption and retention of important constituents, as nitrogen, phosphoric acid, and potash; insecticides and fungicides; their composition and proper mixture.

September, 1913.

GENERAL SIR ISAAC BROCK

The Minister of Education desires the inspectors to invite the attention of school boards to the duty of commemorating in a suitable manner the hundredth anniversary of the death of General Sir Isaac Brock, who died in defence of his country at Queenston Heights on October 13th, 1812. As the anniversary falls this year on Sunday the schools might hold the celebration either on Friday afternoon, October 11th, or on Monday, October 14th, as each board deems advisable.

So signal an opportunity of honouring the character of this national hero should not be permitted to pass unnoticed in the schools. It was the sagacity and intrepid spirit of General Brock which saved Canada at a critical time, and the qualities displayed by him both as soldier and statesman should be impressed upon the school children of the Province as a good example of duty nobly done. The following reference to General Brock is taken from the Ontario Public School History of Canada:

One thing the enemy overlooked, and that was the character of the Canadians. Fighting in a just cause and in defence of their homes, the latter were animated by a spirit which in war usually offsets an enemy's advantage in numbers and wealth. The commander of the forces in Upper Canada, Major-General Isaac Brock, was a man in whom such a spirit breathed in this hour of danger. He had already served in the country for ten years, and he knew and valued the local militia as well as the regular troops. Brave, kind, and judicious, he won the confidence and love of his men. Under the inspiration of Brock's leadership the prospects grew brighter. Loyalist volunteers, remembering how they and their fathers had been treated after the Revolutionary War, pressed forward on all sides, more than could be supplied with arms. In Lower Canada the French-Canadians, having fresh in mind the memory of their generous treatment at the hands of the British government, were prompt to vote money and men to repel the invaders.

OFFICIAL CALENDAR OF THE DEPARTMENT OF EDUCATION FOR THE YEAR 1914

(Form No. 94)

Teaching Days for 1914

High, Continuation, Public and Separate Schools have the following number of teaching days in 1914:

January	20	July	..
February	20	August	..
March	22	September	21
April	16	October	22
May	20	November	21
June	20	December	16
	118		80
		Total	198

DATES OF OPENING AND CLOSING

Open	5th January	Close	9th April
Reopen	20th April	Close	29th June
Reopen	1st September	Close	22nd December

NOTE.—Christmas and New Year's holidays (23rd December, 1914, to 3rd January, 1915, inclusive), Easter holidays (10th April to 19th April, inclusive), Midsummer holidays (from 30th June to 31st August, inclusive), all Saturdays and Local Municipal Holidays, Dominion or Provincial Public Fast or Thanksgiving Days, Labour Day [1st Monday (7th) of Sept.], Victoria Day, the anniversary of Queen Victoria's Birthday (Monday, 25th May), and the King's Birthday (Wednesday, 3rd June), are holidays in the High, Continuation, Public, and Separate Schools, and no other days can be deducted from the proper divisor except the days on which the Teachers' Institute is held. The above-named holidays are taken into account in this statement, so far as they apply to 1914, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

Official Calendar

(*The italicized portions in parenthesis give the wording of the statute and regulations as the authority for the dates.*)

January:

1. NEW YEAR'S DAY (Thursday).
   By-laws for establishing the withdrawal of union of municipalities for High School purposes to take effect. [H. S. Act, sec. 6 (1) (2)]. (*1st January.*)
5. High, Continuation, Public and Separate Schools open. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 91]. (*3rd day of January*).
   Truant Officers' Reports to Department, due. (*Not later than 5th January*).
6. Provincial Normal Schools open (Second term).
7. First meeting of Rural School Trustees. [P. S. Act, sec. 68 (1)]. (*Wednesday following the annual meeting*).
   Polling day for trustees in Public and Separate Schools. [P. S. Act, sec. 60 (c); S. S. Act, sec. 39 (3)]. (*1st Wednesday in January*).
   Principals of High and Continuation Schools and Collegiate Institutes to forward supplementary report *re* changes in staff, etc. (*Not later than 7th January*).
8. First meeting of Municipal Boards of Education. (*Thursday after first Monday in January*). [B. of E. Act, sec. 9].

12. Appointment of High School Trustees by Municipal Councils other than County. [H. S. Act, secs. 14, 21 (1); see also Mun. Act, secs. 259, 587]. (*2nd Monday in January*).
Annual meeting of Rural Municipal Public Library Associations. (*2nd Monday in January*). [P. L. Act, sec. 19 (4)].
13. Clerks of Municipalities to be notified by Separate School supporters of their withdrawal. [S. S. Act, sec. 61 (1)]. (*Before 2nd Wednesday in January*).
14. Annual Reports of Boards in cities and towns to Department due. (*Before 15th January*).
Secretaries of Rural School Boards to notify Inspector and Municipal Clerk of names and post office addresses of Trustees and Teachers. (*Before 15th January*). [P. S. Act, sec. 76 (c)].
15. Trustees' Annual Reports to Inspectors due. [P. S. Act, sec. 76 (e); sec. 118]. (*On or before 15th January*).
Annual Reports of Kindergarten attendance to department due. (*Not later than 15th January*).
Annual Reports and Names and Post Office Addresses of Trustees and Teachers of Separate Schools due. [S. S. Act, sec. 45 (g) (b)]. (*On or before 15th January.*)
Annual Reports from High School Boards and from Continuation Schools to Department due. [H. S. Act, sec. 24 (1)]. (*On or before 15th day January*).
21. First meeting of Public School Boards in cities, towns and incorporated villages. [P. S. Act, sec. 67 (1)]. (*3rd Wednesday in January*).
27. Appointment of High School Trustees by County Councils. [H. S. Act, secs. 14, 21 (1); see also Mun. Act., 259, 587]. (*4th Tuesday in January*).
31. Rural Boards of Trustees may appoint Truant Officer if Township Council neglects to. (*Council to appoint before 1st February*). [Truancy Act, sec. 7 (5)].
Inspectors' Annual Reports to Department due. (*On or before 1st February*).

February:

4. First Meeting of High School Boards and Union Boards of Education. [H. S. Act, sec. 22 (1)]. [B. E. Act, sec. 16]. (*1st Wednesday in February*).
14. Public Library Board to submit estimate to Municipal Council of several sums required. (*On or before 15th February*). [P. L. Act, sec. 10].
28. School Boards in unorganized Townships to appoint Assessors. (*Not later than 1st March*). [P. S. Act, sec. 34 (1)].
Separate School supporters to notify Municipal Clerks. [S. S. Act, sec. 55 (1)]. (*On or before 1st March*).

March:

31. Night Public Schools close (Session 1913-1914). Reg. 12. (*Close 31st March*).

April:

1. Returns by Clerks of Counties, cities, etc., of population, to Department, due. [P. S. Act, sec. 40]. (*On or before 1st April*).
2. Normal School Final examination for Grade A Students begins.
9. Normal Schools close before Easter Holidays.
High, Continuation, Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7; Sep. Sch. Act, sec. 91]. (*Thursday before Easter Sunday*).

10. Good Friday.
13. Easter Monday.
14. Annual Meeting of the Ontario Educational Association at Toronto. (During Easter Vacation).
    Notice by candidates for Junior High School Entrance and Junior Public School Graduation Diploma examinations, to Inspectors, due (*before April 15th*). High School Regulation 5 (1), page 102.
15. Reports on Night Public Schools due (Session 1913-1914). (*Not later than the 15th April*).
20. High and Continuation Schools, third term, and Public and Separate Schools open after Easter Holidays. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 91]. (*Second Monday after Easter Sunday*).
    Inspectors report number of candidates for Junior High School Entrance and Junior Public School Graduation Diploma examinations (*not later than April 20th*). High School Regulation 5 (2), page 102.
21. Normal Schools open after Easter Holidays.
30. Notice by candidates to Inspectors due for Senior High School Entrance, Senior Public School Graduation Diploma and the Model School Entrance examinations and the Lower School examination for Entrance into the Normal Schools and Faculties of Education (*before May 1st*). High School Regulation 35 (1), page 113, and Public School Regulation 19 (7) (c).

May:

1. University of Toronto examinations in Arts, Law, Pharmacy, Music and Agriculture begin.
   Inspectors report number of candidates for Senior High School Entrance, Senior Public School Graduation Diploma and the Model School Entrance examinations and the Lower School examination for Entrance into the Normal Schools and Faculties of Education.
   Arbor Day. (*1st Friday in May*).
14. Notice by candidates to Inspectors due for the following examinations—The Middle School examination for Entrance into the Normal Schools, The Upper School examination for Entrance into the Faculties of Education, the Pass and Honour Matriculation examinations (*before May 15th*)—High School Regulation 35 (1), page 113.
16. Inspectors report number of candidates for above examinations. (*Not later than May 16th*).
22. Empire Day. (*1st School day before 24th May*).
25. Victoria Day (*Monday*).
26. Clerk of the Municipality to be notified by Separate School supporters of their withdrawal. [S. S. Act, sec. 71]. (*Before 4th Wednesday in May*).
30. Assessors to settle basis of taxation in Union School Sections. [P. S. Act, sec. 29 (1)]. (*Before 1st June*).

June:

1. Collectors in Unorganized Townships to report to Sheriff uncollected rates for previous year. (*On or before 1st June*). [P. S. Act, sec. 37 (3)].
   Assessor in Unorganized Townships to return assessment roll. (*Not later than 1st June*). [P. S. Act, sec. 34 (4)].
   Public and Separate School Boards to appoint representatives on the High

School Entrance Boards of Examiners. [H. S. Act, sec. 46 (b)]. (*On or before 1st June*).

By-law to alter school boundaries or form Consolidated School Sections—last day of passing. [P. S. Act, sec. 15 (2)]. (*Not later than 1st June*).

3. King's Birthday (*Wednesday*).
8. Senior High School Entrance and Senior Public School Graduation Diploma examinations, and the examination for Entrance into the Model Schools begin.
10. The Lower School examination for Entrance into the Normal Schools and into the Faculties of Education begins.
11. Normal School Final examination begins.
12. Upper School examination for Entrance into the Faculties of Education and Honour and Scholarship Matriculation examinations begin.
15. University Pass Matriculation examination begins.
Junior Public School Graduation Diploma examination begins.
17. University Commencement.
Junior High School Entrance examination begins.
19. Provincial Normal Schools close.
22. Inspectors' report on Legislative grant due. (*Not later than 22nd June*).
Middle School examination for Entrance into the Normal Schools begins.
29. High, Continuation, Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7.] [S. S. Act, sec. 91.] (*End on 29th June*).
30. Protestant Separate School Trustees to transmit to County Inspectors pupils' names and attendance during the last preceding six months. [S. S. Act, sec. 14]. (1). (*On or before 30th June*).

Trustees' Financial Statements of Continuation Schools and Fifth Forms, to Inspector due. (*Not later than June 30th*).

Report on inspectoral visit of City Inspector due. [Instructions, 16 c]. (*Not later than June 30th*).

July:

1. Dominion Day (*Wednesday*).
Arbitrators to settle basis of taxation in Union School Sections if Assessors disagree. (*On or before 1st July*). [P. S. Act, sec. 29 (5)].

Last day for establishing new High Schools by County Councils. [H. S. Act, sec. 7]. (*On or before 1st July*).
2. Summer Schools open.
15. Inspectors' Reports of Fifth Forms due. (*On or before 15th July*).
Separate School supporters to notify Municipal Clerk. [Sep. Sch. Act, sec. 71.] (*On or before 15th July*).

August:

1. Legislative grant for Urban Public and Separate Schools payable to Municipal Treasurers, for Rural Public and Separate Schools payable to County Treasurers and first instalment to District Trustees, and special grant to Urban School Boards. [D. E. Act, sec. 6]. (*On or before 1st August*).

Notice by Trustees to Municipal Councils respecting indigent children, due. [P. S. Act, sec. 72 (1); S. S. Act, sec. 45 (i)]. (*On or before 1st August*).

Estimates from School Boards to Municipal Councils for assessment for School purposes, due. [H. S. Act, sec. 24 (h); P. S. Act, sec. 72 (n); S. S. Act, sec. 45 (f)]. (*On or before 1st August*).

5. Notice from Separate School Board to Clerk of another Municipality regarding School Taxes due from supporters therein. [Sep. Sch. Act, 59 (2)]. (*On or before 1st August*).
High School Trustees to certify to County Treasurers the amount collected from county pupils. [H. S. Act, sec. 24 (k)]. (*On or before 1st August*).
10. August Part B Middle School and Parts C and D Upper School, Commercial Specialists', Art Specialists' and Supervisors', and final Summer Model School examinations begin.
15. Last day for receiving applications for admission to Model Schools. [Model School syllabus].
18. Model Schools open. [Model School syllabus].
29. Last day for receiving applications for admission to Normal Schools. [Normal School syllabus].
31. Last day for receiving appeals against the Midsummer examinations. [H. S. Regs, page 119, sec. 44 (2)]. (*Before September 1st*).

September:

1. Last day for receiving application to write on Supplemental Matriculation examination. [Cir. 24]. (*Up to September 1st*).
High, Continuation, Normal, Public, and Separate Schools open. [H. S. Act, sec. 51. (High Schools open, *1st Tuesday in September*)]. [P. S. Act, sec. 7; S. S. Act, sec. 91]. (*1st day of September*).
7. Labour Day. (*1st Monday in September*).
8. Supplemental Matriculation examination begins.
30. Trustees to report to Inspector amount expended for Free Text Books. (*Before 1st October*).

October:

1. Principals of High and Continuation Schools and Collegiate Institutes to forward list of teachers, etc. (*Not later than Oct. 1st*).
Municipal Council declares by resolution for forming Municipal Board of Education. (*On or before 1st October*). [Board of E. Act, sec. 4 (1)].
Notice by Trustees of cities, towns, incorporated villages and township Boards to Municipal Clerks, and resolution of Separate School Boards to hold Trustee elections on same day as Municipal elections, due. [P. S. Act, sec. 61 (1); S. S. Act, 40 (1)]. (*On or before 1st October*).
Night Public Schools open (Session 1914-1915). Reg. 12. (*Begin on 1st October*).
Faculties of Education at University of Toronto and Queen's University, Kingston, open.
15. Trustees' Report on purchase for Public School Libraries, to Inspectors, due. (*On or before 15th October*).
31. Inspectors' Reports on Rural Library grants, due. (*Not later than 1st November*).
Inspectors' application for Legislative aid for Free Text Books to Rural Schools. (*Not later than 1st November*).

December:

1. Last day for appointment of School Auditors by Public and Separate School Trustees. [P. S. Act, sec. 78 (1); S. S. Act, sec. 45 (b)]. (*On or before 1st December*).

Township Clerk to furnish to the School Inspector information of average assessment, etc., of each School Section. (*On or before 1st December*). [P. S. Act, sec. 48 (4)].

Legislative grant payable to Trustees of Rural Public and Separate Schools in Districts, second instalment. [D. E. Act, sec. 6 (i)]. (*On or before 1st December*).

8. Returning officers named by resolution of Public School Board. [P. S. Act, sec. 60 (b)]. (*Before 2nd Wednesday in December*).

Last day for Public and Separate School Trustees to fix places for nomination of Trustees. [P. S. Act, sec. 60 (b); S. S. Act, sec. 39 (5)]. (*Before 2nd Wednesday in December*).

13. Local assessment to be paid Separate School Trustees. [S. S. Act, sec. 70 (2)]. (*Not later than 14th December*).

14. Model School Final examination begins.

15. County Council to pay $500 to High School and Continuation School where Agricultural Department is established. (*On or before 15th December*). [Cont. S. Act, sec. 10 (3); H. S. Act, sec. 33 (2)].

Municipal Councils to pay Municipal Grants to High School Boards. [H. S. Act, sec. 33 (1), 35 (1-4)]. (*On or before 15th December*).

17. Model Schools close. [Model School Syllabus].

18. Normal Schools (first term) close. [Normal School Syllabus].

22. High, Continuation, Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 91.] (*End 22nd December*).

25. Christmas Day (*Friday*).

New Schools, alterations of School boundaries and consolidated Schools go into operation or take effect. [P. S. Act, sec. 16 (10); sec. 17 (6); sec. 21 (15); sec. 32 (7); sec. 15 (2); S. S. Act, sec. 7]. (*Not to take effect before 25th December*).

30. Annual meetings of supporters of Public and Separate Schools. [P. S. Act, sec. 53 (1); sec. 60 (a); S. S. Act, sec. 27 (1); sec. 39 (1)]. (*Last Wednesday in December*).

High School Treasurers to receive all moneys collected for permanent improvements. [H. S. Act, sec. 40]. (*On or before 31st December*).

Protestant Separate School Trustees to transmit to County Inspectors names and attendance during the last preceding six months. [S. S. Act, sec. 14 (1)]. (*On or before 31st December*).

Auditors' Reports of cities, towns and incorporated villages to be published by Trustees [P. S. Act, sec. 72 (p)]. (*At end of year*).

Financial statement, report of attendance, etc., from Teachers' Institutes. (Cir. No. 12). (*Not later than 31st December*).

Report on Inspectoral visits from Separate, County, and District Inspectors due. [Instructions, 16, 16a, 16b]. (*Not later than Dec. 31st*).

ORDERS IN COUNCIL

Eugene Cabana appointed Caretaker of the English-French Training School at Sandwich. Approved 2nd January, 1913.

Miss Marjorie G. Gearing appointed Secretary and Librarian of the Stratford Normal School. Approved 2nd January.

Agreement with the Copp, Clark Company, Limited, respecting the right to print, publish, and supply "The Ontario High School English Composition," approved 14th January.

Miss Ethel Smyth appointed Resident Instructor in Music at the Institution for the Blind, Brantford. Approved 14th January.

Specialist Courses in Modern Languages and History, Classics, English and History, Mathematics and Physics, and Science of the McMaster University accepted. Approved 16th January.

Malcolm W. Parks appointed Carpenter at the Institution for the Deaf, Belleville. Approved 23rd January.

Obed Kerr appointed Messenger at the Institution for the Blind, Brantford. Approved 24th January.

Miss Charlotte E. Green appointed Household Science Instructor at the North Bay Normal School. Approved 19th February.

Circular No. 30½, dated 7th May, 1912, approved 20th February.

Agreement with the Canada Publishing Company respecting the right to print, publish, and supply "The Ontario High School English Grammar," approved 12th April.

Agreement with the Copp, Clark Company, Limited, respecting the right to print, publish and supply the "Ontario High School French Grammar," approved 12th April.

Agreement with the Canada Publishing Company respecting the right to print, publish and supply the "Ontario High School Reader," approved 12th April.

The Syllabus of each of the following Summer Courses: Vocal Music, Physical Culture, Elementary Manual Training, Model School, Household Science, Art, Agriculture and Horticulture; and also the following: Regulations regarding Junior High School Entrance Examination, Normal Schools, Annual Departmental Examinations, Instructions to Public and Separate School Inspectors *re* the apportionment of the Special Legislative Grant to Urban Schools, and Regulations regarding Industrial, Technical and Art Education as contained in pages 17 to 28 inclusive of Bulletin No. 2, approved 27th May.

J. P. Hoag, M.A., appointed Continuation School Inspector, and E. T. White, B.A., appointed Departmental Master in the London Normal School. Approved 12th June.

John Waugh, M.A., D.Paed., appointed Chief Inspector of Public and Separate Schools. Approved 12th June.

W. N. Griffith appointed Assistant Clerk of Records. Approved 24th June.

Circular of Instructions to Inspectors, No. 30½, regarding Temporary, District, and Third-Class Certificates, approved 8th July.

Departmental Text-Book Regulations as contained in Circular No. 14, approved 8th July.

Regulations regarding the Autumn Model Schools as contained in Circular No. 4, approved 25th August.

Regulations regarding English-French Public and Separate Schools as contained in Circular of Instructions No. 17, approved 4th September.

Regulations regarding Continuation Schools as contained in Circular No. 37 (1) and those regarding English-French Model Schools as contained in Circular No. 4½ approved 15th September.

Normal School Regulations amended so that the Minister may admit applicants under eighteen years of age to the North Bay Normal School. Approved 22nd September.

Regulations and Courses of Study of the High Schools and Collegiate Institutes, approved 3rd October.

George Ryerson appointed Bursar of the School for the Blind, Brantford. Approved 21st October.

Regulations regarding Elementary Agriculture and Horticulture in rural and village Public and Separate Schools as contained in Circular No. 13 approved 6th November.

R. H. Walks, B.A., appointed Departmental Master in the Toronto Normal School. Approved 24th November.

Regulations and Courses of Study of the Continuation Schools and the Regulations, Instructions and Courses of Study relating to Agriculture and Horticulture in Continuation Schools, High Schools, and Collegiate Institutes, approved 16th December.

APPENDIX H

ANNUAL REPORT OF THE SUPERINTENDENT OF THE ONTARIO SCHOOL FOR THE DEAF

Minister of the Government in Charge

HON. R. A. PYNE, M.D., LL.D., M.P.P.

Officers of the School

C. B. Coughlin, M.D.	Superintendent.
J. W. Pearce	Bursar.
W. W. Boyce, M.D.	Physician.
Miss E. A. Willoughby	Matron.

Teachers

Manual	Oral
D. R. Coleman, M.A.	W. J. Campbell.
J. C. Balis, B.A.	G. F. Stewart.
Mrs. J. C. Balis.	H. L. Ingram.
Miss Linn.	Miss M. Evoy.
Miss James.	T. A. Pratt.
Miss Bull.	Miss I. B. Palen.
Miss Brown.	Miss L. Deannard.
	Miss P. Campbell.
	Miss F. Cross.
	Miss K. Ford.
	Miss S. Templeton.
	Miss C. Haynes.
	Miss B. Riordon.

Domestic Science	Miss W. Downey.
Fancy Work	Miss M. Bull.
Manual Training	H. L. Ingram.

Miss I. McBride	Clerk.
Miss P. E. Roberts	Trained Nurse and Instructress in Nursing.
Miss W. Downey	Assistant Matron and Supervisor of Girls.
Miss M. Cameron	Teacher of Sewing.
Wm. Nurse	Storekeeper and Assistant Supervisor of Boys.
W. S. Minns	Supervisor of Boys.
Chas. R. Ford	Printer and Instructor in Printing.
A. Morrice	Shoemaker and Instructor in Shoemaking.
J. Boyd	Baker and Instructor in Baking.
M. W. Parks	Carpenter and Instructor in Carpentering.
R. J. R. Sherthill, B.S.A.	Farmer and Teacher of Agriculture.
C. J. Peppin	Engineer.

School for the Deaf

BELLEVILLE, ONT., October 31st, 1913.

HONOURABLE R. A. PYNE, M.D., LL.D., M.P.P.
Minister of Education for Ontario.

SIR,—I have the honour to submit herewith the Annual Report of the Ontario School for the Deaf for the year ended October 31st, 1913.

The Attendance and Work of the School

The attendance during the session 1912-13 exceeded that of the previous session, and at the re-opening on the 10th of September it was still further increased, at the close of the financial year there being two hundred and fifty-five pupils enrolled. Notwithstanding that every care is exercised in the admittance of pupils there are usually a few mentally subnormal deaf children admitted on trial. Those incapable of making any satisfactory progress are returned home after a sufficient time has been given to make a fair test of their capabilities. This year I am pleased to report that we are freer of such pupils than usual and the mentality of our pupils shows a higher average.

The general health of pupils and staff has been good, very little sickness occurring during the year.

The regular school and industrial work has been carried on with considerable success. A class of eight girls is now doing Junior High School Entrance work and while it is difficult for these pupils to overcome the language handicap of deafness, it is certain that most, if not all, of them will, by the end of the session, have reached a standard equal to that of Entrance. They will not be able to take the complete examination because such subjects as dictation and oral reading, as prescribed for Entrance, are impossible for deaf candidates. I would therefore suggest that a special arrangement be made by you for a suitable examination, equal in standard to the Entrance, which would become for the present the final examination, pupils who succeed in passing such examination to be given a diploma of graduation and those in attendance for the full number of years and who, through no fault of their own, are unable to pass be given a certificate of honourable discharge.

When it is considered that in addition to our ordinary class-room work we are giving our pupils an industrial training, consisting for the girls of domestic science, including all branches of household work, housekeeping, cooking, sewing and dressmaking, laundry, home nursing and the care of children, and for the boys, training in printing, baking, gardening and farming, shoemaking and carpentry, it will be admitted, I think, that pupils who take the full course up to the Entrance are receiving a training superior to that given to pupils in the average public school.

The Industrial Department

In the industrial department good work is being done. The new instructors, Mr. Ford in printing, Mr. Parks in carpentry and Miss Cameron in sewing and dressmaking, are all capable and are showing a keen interest in the work. The equipping of the printing office with a linotype machine and up-to-date type for the teaching of job printing, etc., would enable us to turn out our graduates more

capable of successfully taking up printing as a trade. The re-organization of our buildings will give additional room in the carpenter shop and in this department the work can also be extended to the great advantage of our pupils by the installation of wood-working machinery.

A residential school should afford superior advantages over the ordinary day school in the teaching of domestic science, as all of the household work is available for practical teaching. This year we are taking advantage of the facilities thus afforded by making all the ordinary household work of the pupils a part of their domestic science course. The pupils are taught to cook and serve in the domestic science kitchen and dining room and, in addition, are given practical work under the supervision of the domestic science teacher in the school kitchen and dining room. The laundry and other work is taken up in the same way, always of course, under the supervision of the teacher. Miss Downey, who is in charge of this work, has had practical experience in household work and has also taken domestic science and housekeeping courses, and since becoming a member of our staff in September has shown great interest and energy in the work of her department.

The Farm

The farm continues to make a good record and keeps us supplied with an abundance of pure milk obtained under sanitary conditions from a herd of good healthy Holstein cows, also with a good supply of fresh eggs and, with the exception of potatoes, most of our vegetables. The milk production during the year was 49,876 quarts and the production of eggs 1,509 dozen. Milk and eggs are what are known as complete foods, that is, they contain the alimentary substances required for the support and maintenance of animal life, and the advantage of a liberal supply of these foods to a large family of growing children such as ours does not need demonstrating. The tables of officers and pupils are also supplied liberally with chickens from the farm.

While the great object of the farm is the training of some of the pupils in farm work and the supplying of the foods mentioned, yet it is gratifying to know that the operation of the farm, after paying all expenses, including salaries, shows a handsome profit, the farmer's report for the year showing a profit of $851.79.

The Expenditure

The expenditure for the year just closed was $60,232.44 and that for 1912 was $59,614.64. This shows an increase for the year of $617.80 which is, in the main, due to advance in the prices of supplies.

The following figures are taken from a comparison of the expenditure for two five year periods, namely 1903 to 1907 and 1908 to 1912, made in "The Canadian" of May 1st of this year:

Total expenditure for salaries:

1903 to 1907 (both years included)	$124,441.04
1908 to 1912 (both years included)	145,647.52

Increase $21,206.48 or 17.04 per cent.

Total expenditure for supplies:

1903 to 1907 (both years included)	$126,997.84
1908 to 1912 (both years included)	133,632.22

Increase $6,634.38 or 5.2 per cent.

Total revenue from paying pupils:

1903 to 1907 (both years included)	$3,072.50
1908 to 1912 (both years included)	7,709.20

Increase $4,636.70 or 150.9 per cent.

Deducting the increase in revenue from the increase in the cost of supplies, it would leave the total net increase, exclusive of salaries, $1,997.68 or 1.5 per cent., despite the fact that the prices of all commodities have advanced from twenty to forty per cent. during that time.

"The Canadian" comments as follows on the results of this comparison:

"This great saving—for a saving it, in effect, is—was not made by 'starving' the service, or in any way stinting the supply. The outlay for school-room requirements, itemized as 'books and apparatus,' has been considerably increased by the large addition to the pupils' library, and by the substitution of paper for slates for all class-room work. The service in some other respects has also been improved."

The food supply has never been better in quality, and is always ample in quantity, our contracts for meat, flour, butter, etc., calling for the best grades that can be procured. The meat is government inspected and is the same as is used by the Superintendent and on the officers' and teachers' tables. No better bread can be got in Belleville than our pupils have to eat. Our milk supply has increased from 160,610 quarts in the five-year period, 1903 to 1907, to 205,360 quarts for the last five years. Our pupils now have all the milk they desire, and of the very best quality.

In considering the cost of maintenance, the fact must also be taken into consideration that the average attendance of pupils in the last five years has been 12.2 per cent. greater than in the previous five. There are also three or four more teachers, necessitated by the reduced size of the classes in the interests of greater efficiency. There are also several more engaged in the household department, so that, all told, there are about twenty more mouths to feed now than formerly, which alone would account for the total increase.

In view of these facts and figures, it will be seen that, while the quantities of all supplies have been ample, and the quality has been the best obtainable, yet practically there has been no increase in the outlay on general maintenance account, which certainly indicates very careful management in all departments. Only in salaries and wages has there been any marked increase, and this has been amply justified by the increased cost of living and the higher scale being now paid in every profession and calling.

Teachers Attend Summer Training School

During the past summer four of our teachers, Mr. Ingram, Miss Palen, Miss Ford and Miss Deannard, attended the summer training school for teachers at the Clarke School for the Deaf, Northampton, Mass. The course was of five weeks' duration and consisted of a series of lectures on methods with an exemplification of these methods in the practical work of the class-room. All returned very enthusiastic over the work and methods of the school and of the kindness and courtesy shown them by Miss Yale and her staff. As our teachers are isolated to a very considerable degree in their work, such visits are necessary, occasionally, if they are to keep up with the advancements in their profession. The work in the class-rooms will be materially benefited by this visit to the Northampton School.

Change of Name

The amendment to the statutes obtained at the last session of the Legislature, changing the name from the Ontario Institution for the Education of the Deaf and Dumb to the Ontario School for the Deaf, has met with general approval. This change in name, along with the statement made by you in recommending it that "as these institutions (deaf and blind) are wholly educational in character and are designed to train children who are not defective mentally, it is intended to recommend that they be designated as schools," will help to remove the unjust and wrong conceptions of the mental status of the deaf still remaining in the minds of some uninformed people, which at one time classified all the deaf as defectives and closely akin to the imbeciles. The words "dumb" and "mute" are not only objectionable on account of their long association with this erroneous idea, but are also objectionable because they imply that there is a defect in the vocal organs, which is not the case. The only reason the deaf do not speak is because they do not hear or have not been taught speech, and now, when a very large percentage of them have been, or are being, taught speech the words "dumb" and "mute" are certainly not applicable.

The Truancy Act

The amendment to the Truancy Act, making its provisions apply specifically to deaf children and the provisions for the reporting of deaf children by rural school boards, will go far to insure that every deaf child in the Province will receive an education. Nearly every year applications are received for the admission of deaf men and women who, through parental neglect or ignorance of the existence of the school, are uneducated. Many of these have passed the age when effectual help could be given and their condition of isolation and helplessness is deplorable.

In addition to these cases which are beyond help, many come to school after years of neglect and when they have passed the proper age for school work, so, therefore, never receive the full benefit of the school course.

The Legislation of last session will not only more clearly define the character of the work of the school and the mental status of the deaf but it will also make it impossible for us to have in our Province uneducated deaf people.

On behalf of all those interested in the deaf and their proper education I thank you for acceding to my requests for such legislation.

As copies of this report are sent to all parents of pupils and of prospective pupils, I think it advisable that the salient provisions of the Act should be appended hereto, which I have accordingly done.

The Buildings

The new residence for girls is approaching completion and will be ready for occupancy early in the new year and that for the boys is making rapid progress and it, too, will be ready when school re-opens next fall. The rooms now occupied as dormitories will be then available for class-room purposes, and as our present class-rooms are insufficient in number and are without ventilation, poorly lighted and heated and on the whole not at all in keeping with modern requirements, a re-organization of the old building should be carried out during the summer holidays. As it will be impossible to carry on the work of the school while alterations are being made, plans should be prepared and contracts let so that the work may be completed during the summer vacation and before the re-opening of school next

fall. The proper lighting of the school-rooms is very important, as poor light not only interferes with lip-reading and impedes the work of the teachers in the oral classes, but also puts a strain on the eyes of pupils, who are already handicapped with deafness and in whom the eyes are required to do the work of both eyes and ears. It is, therefore, of the most importance that the very best lighting be obtained.

The heating plant is antiquated and a renewal is urgently needed as much in the interest of economy as in that of efficiency. The saving that can be made in the amount of fuel consumed would in a short time repay the outlay.

Statistics of the Deaf Compiled from the Census of 1911

A bulletin just issued by the Dominion Census Bureau gives statistics of the deaf in Canada. These, if even approximately correct, show a very considerable diminution in the number of the deaf and a very great decrease in the ratio of the deaf to the general population. From 1901 to 1911 the population of Canada increased by 37.17 per cent.; for the same period the total number of deaf decreased by 25.7 per cent. In 1881 the total number of deaf was 5,396 and in 1911 the total number was 4,584, thus showing a less deaf population to-day than thirty years ago. By provinces all the older provinces show decreases while the rapidly growing provinces of the west show increases. In our own Province of Ontario the deaf numbered 1,410 in 1911, in 1891 they numbered 1,603 and in 1901 there were 2,022. If these statistics are not even nearly correct they show at least that deafness is decreasing with us. The causes operating to produce this very desirable condition are no doubt various, but, without data on which to arrive at an exact opinion, it is probable that one of the chief factors in the lessening of deafness is the progress made in preventive medicine and the better enforcement of our sanitary regulations.

In addition to inserting the tables of statistics, I am also taking the liberty of including in this report a lecture by Dr. Kerr Love, aurist to the Glasgow Institution for the Deaf and a recognized authority on deafness. It is one of a series of four lectures delivered last winter in response to an invitation by the National Bureau for promoting the general welfare of the Deaf. The whole series of lectures are well worth a place in this report did space permit but, as it is impossible to include all, I have selected the first lecture as having considerable bearing on what might be expected to be the causes operating to produce the conditions indicated by the census. I am also inserting an extract from "The Teacher of the Deaf" relative to a visit to the school by Mr. Illingworth, Secretary of the National Association for the Welfare of the Deaf.

I am also appending hereto the reports of Dr. Boyce, the attending physician, and Mr. H. J. Clarke, B.A., the presiding examiner for last session.

I have the honour to be,

Sir,

Your obedient servant,

C. B. Coughlin,
Superintendent.

Percentage of Deaf in each Class of the Population, Census, 1911

Schedule	Male	Female
Total persons	2,491	2,093
Conjugal condition:		
Single	71.939	72.432
Married	23.645	22.551
Widowed	3.934	4.778
Not given	.482	.239
Age:		
Under 10	12.003	12.565
10 to 19	17.985	19 207
20 to 39	32.597	32.585
40 to 59	23.685	21.787
60 to 79	10.237	11.037
80 and over	2.770	2.389
Not given	.723	.430
Age incapacitated:		
Under 5	91.128	89.775
5 to 9	.201	.334
10 to 14	.281	.286
15 to 49	1.244	1.482
50 and over	2.208	1.625
Not given	4.938	6.498
Origins:		
English	20.273	20.401
Irish	12.445	13.139
Scotch	12.565	13.043
French	40.265	39.178
German	5.018	5.925
Austro-Hungarian ...	1.646	1.481
Italian	.161	.096
Scandinavian	1.044	.526
Russian	.843	.478
Indian	1.204	1.003
Various	2.810	2.580
Not given	1.726	2.150
Birthplace:		
Canada	84.906	87.625
United Kingdom	7.387	5.972
Europe	4.295	2.867
Asia	....	0.048
Various	3.412	3.488
Occupations:		
Agricultural	37.254	30.100
Commercial	5.901	5.399
Building Trades	6.102	3.822
Manufacturers	10.317	8.409
Domestic	2.618	5.495
Labourer	19.550	7.549
Professional	.843	.953
Non-productive	4.617	3.058
Unspecified	13.248	35.212

Number of Deaf per 10,000 in Each Class of the Population, 1911

Proportion per 10,000 of population.

Classes	Male	Female
Total	6,518	6,184
Conjugal condition:		
Single	7.562	7.807
Married	4.422	3.772
Widowed	10.992	5.566
Not given	3.843	4.296
Age:		
Under 10	3.545	3.178
10 to 19	6.344	5.959
20 to 39	6.130	6.417
40 to 59	8.974	8.115
60 to 79	10.624	10 369
80 and over	28.807	19.824
Not given	6.756	9.042
Origins:		
English	5.185	5.029
Irish	5.738	5.391
Scotch	5.951	5.785
French	9.631	8.091
German	6.055	6.636
Austro-Hungarian ...	5 220	6.131
Italian	1.154	1.858
Scandinavian	3.896	2.696
Russian	5.844	4.405
Indian	5.601	4 044
Various	3.881	4.773
Not given	5.114	7.114
Birthplace:		
Canada	7.422	66.204
England	3.507	4.152
Ireland	5.472	5.275
Scotland	4.580	2.755
Wales	1.724	3 416
Austria-Hungary	3.997	4.551
France	4.570	3.994
Germany	6.837	6.183
Italy	3.345	1.733
Norway	2.787	.....
Russia	5.246	4.503
Sweden	3.026	1.191
Other European	4.151	5.207
Asia	.....	2.488
Various	4.293	4.738

Comparative Table of the Deaf by Provinces and Proportion per 10,000 of Population in 1891, 1901 and 1911

Province	1891	1901	1911	Proportion per 10,000 1891	1901	1911
Alberta	.....	45	147	.....	6.162	3.924
British Columbia	44	92	108	4.482	5.149	2.752
Manitoba	102	291	296	6.688	11.402	6.497
New Brunswick	354	4,443	273	11.019	13,379	7.758
Nova Scotia	495	627	472	10.990	13.643	9.587
Ontario	1,603	2,002	1,410	7.581	9.171	5.588
Prince Edward Island	87	98	46	7.976	9.491	4.908
Quebec	2,108	2,488	1,635	14.161	15.089	8.162
Saskatchewan	.....	73	180	.....	7.997	3.655
Yukon	26	15	2	.....	.....	2.350
Northwest Territories	.....	.....	15	.....	.....	8.116
CANADA	4,819	6,174	4,584	10.037	11.608	6.351

Deaf by Census Years

Census Years	Male	Female	Total
1881	2,939	2,457	5,396
1891	2,590	2,229	4,819
1901	3,331	2,843	6,174
1911	2,491	2,093	4,584

Deaf by Totals and Proportion per 10,000 of the Population for the Census Years 1881-1911

Census Years	Total	Male	Female	Deaf per 10,000 Total	Male	Female
1881	5,396	2,939	2,457	12.477	13.428	11.503
1891	4,819	2,590	2,229	10.037	10.526	9.394
1901	6,174	3,331	2,843	11.608	12.105	10.853
1911	4,584	2,491	2,093	6.361	6.517	6.183

Deaf Summary for Canada, Census, 1911

Schedule	Male	Female
Total	2,491	2,093
Conjugal condition:		
Single	1,792	1,516
Married	589	472
Widowed	98	100
Widowed	12	5
Age:		
Under 10	299	263
10 to 19	448	402
20 to 39	812	682
40 to 59	590	456
60 to 79	255	231
80 and over	69	50
Not given	18	9
Age incapacitated:		
Under 5	2,270	1,879
5 to 9	5	7
10 to 14	7	6
15 to 49	31	31
50 and over	55	34
Not given	123	136
Origins:		
English	505	427
Irish	310	275
Scotch	313	273
French	1,003	820
German	125	124
Austro-Hungarian	41	31
Italian	4	2
Scandinavian	26	11
Russian	21	10
Indian	30	21
Various	70	54
Not given	43	45
Birthplace:		
Canada	2,115	1,834
England	109	83
Ireland	28	22
Scotland	46	19
Wales	1	1
Austro-Hungary	31	20
France	5	2
Germany	16	10
Italy	1	1
Norway	4	
Russia	32	18
Sweden	6	1
Other European	12	8
Asia	..	1
Various	85	73
Occupations:		
Agricultural	928	630
Commercial	147	113
Building Trades	152	80
Manufacturers	257	176
Domestic	54	115
Labourer	487	158
Professional	21	20
Non-productive	115	64
Unspecified	330	737

DR. KERR LOVE'S LECTURE

Introductory

When I undertook the duty I begin to discharge this afternoon, I defined it as an attempt to bring together or focus our present knowledge on the subject, in the hope that some abler and younger man might enter the field of actual research, and only after much labour and thought suggest steps for the prevention of deafness. One result has been to give me a nearer and more defined view of the subject, another has been to make me enter the field of actual research and begin the work which I meant to leave entirely to another. The work has not lessened my estimate of the difficulty of dealing with the prevention of deafness, it has increased it. But the nearer view has shown me what I conceive to be possible and what impossible; it has shown me where to begin, and how far we may hope to go. You may not agree with me in the steps I suggest, but if I succeed in giving you the nearer and better defined view I shall be satisfied.

Prevention and Cure

The successful treatment of an infectious disease is not always an unmixed blessing. Successful treatment sometimes diverts attention from the more important work of prevention. Except from the point of view of the individual already affected, treatment and cure are of little importance. From every other point of view prevention is everything. Plague, cholera, hydrophobia, and relapsing fever, have been swept out of our country because they were too terrible to tolerate and because we could not cure them. Typhus and enteric fever are disappearing in the same way. Smallpox, even with vaccination to rob it of its terrors, is a rare disease, chiefly because every case is sent to hospital, and tuberculosis seems likely to disappear rather by our thorough isolation of every infected individual than by our efforts to find a cure for the disease. With regard to nearly every infectious disease, which has come throughly under human control, the two factors in the control are: (1) Knowledge of the specific cause of the disease; (2) isolation of the infected individual. Cure has hardly ever contributed to the happier state of things. As applied to infectious disease, the word cure may, by contrast with the treatment of former days, most fairly be given to diphtheria, and it is doubtful if this disease is less common than in former days. Now, it is surely not an accident, that with regard to the three diseases which most commonly cause acquired deafness, either one or both factors indicated above are absent. That is why we cannot prevent them. We do not know the specific cause of scarlet fever and measles, and we do not isolate all cases, so that both factors are absent in the cases of these diseases. We know the cause of spotted fever, and when the disease is epidemic we isolate the cases, and the disease is well under control. But we are not sure if the acute non-tubercular meningitis of young children is due to the same cause, and we do not isolate these cases when they occur, so the death and deafness rates of meningitis are still very high. Scarlet fever and measles cause each about 5,000 deaths annually in England. Meningitis, under the two headings of tuberculous meningitis and inflammation of the brain, and these do not include all the cases of meningitis, causes as many deaths as scarlet fever and measles put together. In 1909, the last year for which I have the figures, these deaths from meningitis amounted to 11,118. This does not include over 10,000 deaths due to convulsions, many of which were certainly due to meningitis, nor does it include the meningitis measles. And yet unless when the disease is epidemic, and has a special name given to it, we neither isolate nor notify meningitis,

which not only as a cause of death, but as a cause of deafness, overshadows scarlet fever and measles. From statistics which I collected from British Schools in 1896, the conclusion was drawn that meningitis caused more deafness than either of these diseases, and that it was the most common cause of deaf-mutism in our country.

Syphilis, the next most common cause of deafness in children, stands in a class by itself. No attempt at its prevention in the sense in which the term is here used has ever been made. No isolation has been practised. But its specific cause has recently been discovered, and although medical effort and energy are in the meantime directed almost entirely to the treatment of this disease, definite measures for its prevention can hardly be long delayed.

Now, the point I wish to insist on here, is that these diseases—syphilis; meningitis of all kinds, whether tuberculous, epidemic, sporadic, scarlet fever and measles; the rarer kinds of infectious diseases causing deafness, such as enteric fever, whooping cough, are very costly to cure. They kill many of their victims, the deafness they cause is permanent, and the deafness is often associated with other results, such as blindness, mental deficiency, and poor general health. Except in the literal sense of taking care of these deaf children, we cannot cure them. How much finer it would be to prevent such deafness? Where you prevent you do not need to educate. To send into the world a whole life instead of a maimed one, a helper instead of one who needs help, to save the lives of thousands of healthy children, not only from deafness, but from death, that is the problem, and these the inducements held out to those who would prevent acquired deafness. The curative problems of the last generation and some of the educational problems, too, are the preventive problems of this.

The Prevention of Deafness

Most writing on the subject of deaf-mutism has been educational. The first to be educated were, probably, adults or young people beyond the period of childhood. We do not know—at least, the present writer does not know—the age of De l'Epee's first pupils, but we know they were not children, and it is unlikely that many of them were under the age of ten years. When, in 1792, Dr. Watson started the first public school for the deaf in England, he put down the age for entering the school at nine years, and it is probable that many of his pupils were older. It is still common for deaf children to enter the institutions for the deaf at eight or nine years, in spite of the Government regulation that they must begin their education at seven, and may begin at five years. But this is not all. Schools exist, both in this country and in America, for the education of the deaf at the age of three years. By a kind of evolution backwards, the educationalist is led very near the birth of the deaf child, and by putting the age clock back just a little further, is led to ask: "Can we do nothing to prevent the deafness?" But the student of the deaf child is not the only one who puts this question. A new science of Eugenics has recently arisen, and the Eugenist asks himself the same question, and I regret to say sometimes answers it in the most empirical or pseudo-scientific manner. Sterilize the deaf, or make it illegal for them to marry, or shut them up in asylums, or fine them and imprison them if they have children. Such are some of the suggestions made. Some of the Eugenists are like doctors, who prescribe before they have made any study of the case. I did not call this quackery, I only called it empirical or pseudo-scientific, but it is very closely allied to quackery. The mere fact of deafness is so appalling, its consequences are so disastrous to

child progress, that "How to prevent it?" must have been asked by many thoughtful people who are neither educationalists nor pretend to be scientists. No answer, of course, can be given by these people, because none is possible, or, at least, none worth listening to is possible, except by the student of the deaf child himself, the student who has thought of him before he is born, during his lifetime, and after he is dead. The embryologist, the clinical observer, and the pathologist: these three must formulate the answer to the question, if any is to be forthcoming.

There are two qualities which must be possessed by those who would make any sane effort towards preventing deafness. A great reverence for childhood, especially when it is deaf, and the scientific habit of mind. Thus fitted, we may get no answer that will carry us far, but we will, at least, be saved the discussion of proposals that are either cruel or stupid. The kind of writing which is likely to be helpful in the discussion of this question is well illustrated by that of two authors. That of Dr. A. Graham Bell in his paper, "Marriage: an Address to the Deaf," written in 1891, and that of Dr. Saleeby, in his series of popular papers on Eugenics, appearing at the present time. Twenty years separate these papers. Dr. Saleeby does not treat of deafness at all, but of the getting and rearing of healthy children. Much of what Dr. Bell has to say must be revised or extended in the light of recent research, but both write with reverence for the child, and both show the true scientific spirit.

Congenital and Acquired Deafness

Deafness is said to be either congenital or acquired: that is, the child is either born deaf or becomes deaf from some cause operating after birth. This classification is so useful for clinical and education purposes that I am sure it will remain, but it is not accurate enough for the basis of a discussion on the prevention of deafness. Here we must talk of hereditary and non-hereditary deafness. Some types of deafness do not come on till adult life, and yet they are hereditary, *e.g.*, otosclerosis; others begin in utero and yet are not necessarily hereditary, *e.g.*, syphilitic deafness. The beginning of a child's life is not when it is born but when it is conceived. A poison may enter the system of the mother and destroy or prevent the development of the organ of hearing. The deafness resulting is congenital, but it is not necessarily hereditary. True hereditary deafness is due to a cause which operates from the period of conception, and this cause is present in the germ plasm of one or both of the parents. It is not eliminated during one or two generations. It is not always possible to distinguish between merely congenital and true hereditary deafness, but that objection may be raised with regard to any other classification. It is not always possible to distinguish between congenital and acquired or post-natal deafness.

What Deafness Means

The effect of deafness on the individual is in *inverse ratio* to the age at which it occurs. If it occurs early enough it will prevent the development of speech or cause loss of recently acquired speech. To this degree of deafness the writer has given the term "surdism," a term which is convenient but never represents a loss of hearing which can be arithmetically stated. Whether speech develop or be lost depends on the use which is made in teaching of the hearing and speech already present. But apart from the results of teaching, the term "surdism" represents a degree of deafness which is useful in classifying deaf children for educational purposes.

The rule of *inverse ratios* is interesting in its operation. In adult life deafness influences the mentality of its subject, who begins to be retiring and to avoid society. Old people may remain talkative and garrulous, and, taking the chance of a right answer, may carry on a conversation which becomes disjointed and sometimes ridiculous, but people at middle life tend rather to become morose and retiring. The voice becomes unmusical and wooden if the deafness be profound, but the speech is distinct and the vocabulary is never forgotten. In young adults the vocabulary remains limited and the speech may suffer a little, the ends of words getting cut off and the consonantal sounds becoming poorly articulated, whilst the voice itself becomes unmusical and is poorly modulated. Between seven and twelve years the occurrence of great deafness is, apart from teaching, apt to arrest the development of the vocabulary and there is some danger of acquired speech being lost, and before seven years great deafness is usually followed by dumbness. Deafness occurring during the first two years prevents the development of speech altogether, and is often indistinguishable from congenital deafness. Hence arises the term "deaf and dumb," a term which has been rendered literally incorrect by the rise of the oral method, and for which the term "deaf" will in these papers be used, unless when some special purpose can be served by the combination. I should like to speak for a moment of the early months of life, say up to the age of 18 months, during which many children hear, and then from a disease like meningitis have all appreciation of sound lost for ever. Do the 18 months or two years of hearing count for anything; Most teachers, I think, would answer "No." And if nothing be done for the deaf child till the age of seven years, the answer may be near the truth, but I now quote a sentence from a letter I received from Miss Caroline Yale, of the Clarke School, Northampton, U.S.A., a few weeks ago:—

"In our judgment, for teaching purposes, the child who becomes deaf at a year or two could not be classed with those who are deaf from birth. The mental stimulus which they receive before deafness supervened would be, in our judgment, considerable." Helen Keller supports the same opinion regarding the nineteen months before she lost her sight. She says : "During this period I had caught glimpses of broad green fields, a luminous sky, trees and flowers, which the darkness which followed could not wholly blot out. If we have once seen, 'the day is ours and what the day has shown.'"

So with regard to the first two years of hearing. Once having heard, music is ours and all the voice can tell.

Such are some of the effects of deafness on the individual. Look for a moment at what takes place in the ear of the deaf individual to produce these profound results.

Reverting for the moment to the classification of deafness as congenital or occurring before birth, and acquired or occuring after birth, let us see what are the causes of acquired deafness. Excluding causes which are rare or the operation of which is obscure, we have a few conditions which account for nearly all the acquired deafness of childhood. These are shown in the following table:—

Disease	Part of hearing apparatus involved	Effect of the disease on the child	Educational destiny of the child
Scarlet fever.	Middle ear.	Semi-deafness with poor speech.	Special schools for the deaf.
Measles.	Middle ear.	Semi-deafness with poor speech.	Special schools for the deaf.
Meningitis alone or associated with the above diseases.	Internal ear, auditory nerve, or hearing centres.	Total deafness with absence or loss of speech, or total deafness with preservation of speech.	Special schools for the deaf.
Obstruction in the nose and naso-pharnyx.	Middle ear.	Hardness of hearing without loss of speech.	Backward classes of the ordinary elementary schools.
Constitutional syphilis.	Middle or internal ear.	Slight deafness or total absence of hearing; often poor sight.	Special schools for the deaf or blind.

If the first two diseases, scarlet fever and measles, become complicated with meningitis, as they sometimes do, total deafness may result, and deaf mutism follows instead of semi-deafness.

There are two conclusions which may be drawn from a study of this stable.

1. The degree of deafness depends on the part of the hearing apparatus involved. When the middle ear alone is involved, the deafness is usually not of very high degree and dumbness is not associated with it.

2. Once disease attacks the nervous apparatus of the ear, it often wipes out all hearing and renders the child entirely deaf.

You will see now why cases of acquired deafness in children are either hard of hearing or entirely deaf—a great contrast to what obtains in congenital deafness. If an infectious disease like measles or scarlet fever gets within the petrous portion of the temporal bone at all, it destroys the fine nervous arrangements of the cochlea, and leaves the patient stone deaf. Luckily, the petrous portion is hard, hence its name, and the cochlea well protected, so that disaster I have referred to does not often occur. When meningitis, either alone or associated with these diseases attacks the nerve centres in the brain, the auditory nerve or the structures of the labyrinth, the same effect usually follows. Similarly, when syphilis, whether congenital or acquired, reaches the internal ear, it produces great deafness, and it often attacks the eye at the same time, and so sends the young victim to the asylum for the blind. I do not think nasal obstruction or post-nasal adenoids alone produce surdism, that is deafness with dumbness—but they cause deafness in a larger number of cases than all the other causes put together. Now I have grouped these cases together, because they have two features in common. They are diseases of childhood and youth, and they are all preventible. Further it is

doubtful whether any one of them is, in the true sense of the word, hereditary. Assuming that sanitary and medical science will make steady progress, indeed by the application of knowledge we already possess, all this deafness can be prevented, among the ranks of the deaf and dumb alone, the prevention of acquired deafness would reduce their number in the United Kingdom from 24,000 to 12,000, for about half the cases of deaf-mutism are acquired. It would reduce the ratio of deaf-mutism from 1 in 2,000 of the population to 1 in 4,000. But what of the deafness not associated with dumbness, the deafness of slighter degree which, while it spares speech, handicaps the worker, dulls the whole perspective of life, and, what is worse, is associated with disease which often kills the child. Epidemic cerebrospinal fever kills far more children than it spares. Measles and scarlet fever carry off many thousands of young children every year in this country. The campaign against acquired deafness is also a campaign against the high death rate in children. And, lastly, what of the deafness due to neglected nasal obstruction? Most of the adult deafness is probably due to this cause. The campaign against deafness in childhood is war against deafness in the adult. It is a fight for the efficiency of the worker, for the happiness of the home, and for the saving of valuable lives to the state. For these lives are all valuable. Few of these children are mentally defective. They are the victims of bad environment. They are all well born, but they are badly reared.

Before discussing these diseases in detail, and the steps necessary for their extermination, there is one class of case which belongs to acquired deafness, but which does not belong to childhood and which is probably hereditary. I refer to otosclerosis. The disease will be discussed later. It is mentioned here to complete the list of common causes of acquired or post-natal deafness.

Why does a Deaf Child not Speak?

Let me ask you to consider for a moment the question, "Why does a deaf child not speak?" His forefathers have been speaking for long enough to make a tendency to speak hereditary. And there is proof that the tendency is hereditary. But the tendency and the particular form which speech has taken are two different things. All spoken language is conventional. Speech is acquired by the child by two methods which co-operate. Firstly, the child hears certain sounds, which he produces correctly after hearing them many times. Literally and figuratively, the hearing child has an ear for speech. But he also has an eye for speech. The second method—and in a normal child it is the subordinate one—by which a child learns to speak is by imitating the movements he sees producing speech. Many of these movements are produced within the mouth and cannot be seen. The "Bs" and "Ps" can be seen so well that a child produces them as quickly by sight as by hearing. The "Gs" and "Ks" cannot be seen at all. But all have distinctive sounds. That is why hearing is the great instrument in learning to speak, and that is why a child who is deaf is so apt to be dumb.

Now picture to yourself the effect of deafness on your own child. At eighteen months you notice that his speech is not progressing. He says Baba and Papa just like any other child because "a" is the open vowel, and because he has seen your B and P. He has heard nothing. But he does not add to his stock of words. you fear he may be deaf. Your doctor has told you that he is. For four or five years you have to face this terrible problem: "How am I to get into real contact by language with my own child?" The State does not recognize that the child needs

anything for these years. And some of the teachers tell you that is wrong to try to give the child any language for these "five" years. But these five years are the years of language formation, the years of brain development, and at seven years the brain of the deaf child is smaller than that of the hearing child, because nothing has been done to use it. In childhood and youth, if you stop function you stop growth. Here the whole brain stands still. It is like paralyzing a great industry in a busy country. Stop the shipbuilding, and the coal pits and the iron works stop. The whole fabric of society suffers. No one has put this so well as Helen Keller, in a letter to the writer:—"The problems of deafness are deeper and more complex, if not more important, than those of blindness. Deafness is a much worse misfortune. For it means the loss of the most vital stimulus—the sound of the voice—that brings language, sets thought astir, and keeps us in the intellectual company of man." And yet charity has always gone out to the blind child to a degree which has been refused to the deaf child. The deaf child has nothing to show.

But this is not all, look at deafness in the adult: its misfortune is not at all understood. We shout to the deaf man, the worst thing we can do by the way, and feel annoyed at the effort we have to make, but we watch the blind man, give him a hand over the crossing, and feel so much better for the slight effort. Anybody can understand a blind man; it takes a student to understand a deaf one. The blind man with his placard or his dog, the one-armed man with his organ, the one-legged man with his crutch, are sure of a penny from the man in the street if they care to pose for it: the deaf man would be in danger of the police officer if he begged. And this feeling is not confined to the man in the street. In a Sheriff's Court a man with a lost finger is sure of a sympathetic hearing, and, under the Workmen's Compensation Act, a substantial award even if he be fit for work; the man who has lost half his hearing gets nothing. The deaf man, like the deaf child, has nothing to show, and yet the deaf are cut off from far more of the interest of life, are far more handicapped during the period of education, and are far more isolated at the end of the educational period than any other class of defectives.

Such then is the misfortune of deafness, and you may take it that if it be of long standing it cannot be cured. Temporary deafness, deafness rather of recent occurrence is often cured, suppurating ears can be dried up, abscesses of the brain due to ear disease can be evacuated. These are some of the triumphs of surgery of which otology has reason to be proud. But there is one reproach which is not often spoken of but is constantly felt by almost every otologist—he cannot cure old-standing deafness. In spite of all the advances of science, of all the triumphs of surgery, deafness of a few years' standing is seldom cured, usually gets worse, and the honest practitioner has to see his patient pass from one kind of quack to another, knowing all the time that the hopes hatched of the big promises of these rogues will be disappointed. What a fine field there is here for prevention, for if it be true that chronic deafness can seldom be cured, it is equally true that recently acquired deafness can not only be cured but can nearly always be prevented. I am anticipating a little the subject of a future lecture, but it may be well to point out here that most deafness of the acquired type begins in childhood, and may be prevented by the recognition of its causes and the timely removal of these. I am not one of those who believe that deafness is a blessing. You will get people who tell you that illness elevates character and brings out all the finer features of an

individual. This is the theory of the Sunday School books, and it sometimes happens in actual life. But I am here to state that chronic illness of any kind degrades and deteriorates mind and soul as it does the body. Chronic illness as a rule makes most men selfish, querulous, and troublesome, it degrades oftener than it uplifts, and the same is true of chronic deafness. To face the silence of the years alone is far more apt to result in depression and despair than it is to elevate and inspire the sufferer.

It is perhaps, hardly fair to descend from the sublime despair of the deaf man to the sordid question of the cost of the education of the deaf. It is a sort of anti-climax. But the toil of deafness has not been fully stated, unless the cost to the State of the education of the deaf has been reckoned. It takes over four pounds sterling to educate a hearing child annually, and the child is at school eight or nine years, so that his elementary education costs about £40. It takes about £40 to educate a deaf child annually in an institution, and as he is about ten years at school, the cost of his elementary education is £400, or ten times as much as that of his hearing fellow. Now there are about 4,000 deaf children being educated in England alone. Their education costs over a million and a half, not annually, but for the whole period. Were they hearing children, it would cost only £160,000.

Such is the great disaster of deafness. In this lecture I have tried to show three things:—

1. The nature of deafness. Its real cause in the ear and in the brain.

2. The terrible consequences of deafness in delayed or arrested mental function and development.

3. That acquired deafness is nearly always caused by an infectious disease, and that it could nearly always be prevented.

But the disastrous effects of deafness can be overstated. By the ignorant they are in one direction always overstated. I have a surgical friend—a very clever surgeon—who, when someone raised the question as to what should be done for the deaf and dumb, suggestively drew his finger across the side of his neck. He would put all the deaf and dumb out of the way very quickly. He evidently thinks the deaf and dumb mentally defective, idiotic, incapable of citizenship, and not worth the trouble spent on them. Now, I want here to state distinctly that deafness and mental defects are not necessarily associated. They are seldom associated at all. There is no more connection between deafness and mental defect than there is between lameness or blindness and mental defect. Deafness raises a great obstacle to the process of education, a far greater obstacle than blindness or lameness does, but deaf people are not more stupid than the blind or the lame. The measure of the obstacle I have mentioned is merely the measure of the effect we are now making to educate them. The measure of the misfortune that deafness involves even in the educated deaf must be the measure of our effort and determination to prevent the great disaster of deafness.

Visit of the Secretary of the British Welfare Association

Last summer Mr. Arthur E. Illingworth, Secretary of the British Association for Promoting the Welfare of the Deaf, spent a couple of days at this school. In pursuance of his investigations into matters relating to the deaf, he visited a number of the leading schools on this continent, and on his return he gave his impressions of the schools he visited in an article in "The Teacher of the

Deaf," which is the organ of the teachers of the deaf in Great Britain. Below we give the portion of this article which has reference to this school.

"The first school I visited was the Ontario Institution, situated at Belleville, about 100 miles east of Toronto.

"Occupying a commanding situation on the beautiful Bay of Quinte, this institution will in the immediate future, have accommodation for 300 children.

"The Superintendent, Dr. Coughlin, has made vast and striking improvements since his appointment, about seven years ago.

"The school, when he took up his position was rather cramped, as class-rooms, offices, dormitories, living rooms, dining rooms, etc., were all contained in one building. Lately, however, a large domestic building for girls has been built at a cost of 75,000 dollars. This building contains eight large and beautifully appointed dormitories, three sitting and play rooms, bath rooms, lavatories and box rooms, and two excellent verandas where the girls can study in the open air on summer evenings. There are also suitable rooms for the matrons in charge.

"A duplicate building is in course of construction for boys, the accommodation and cost of which will be identical to that of the girls' building. The main building having thus been relieved, alterations, the plans of which I saw, are to be effected which will make the class room accommodation all that could be desired.

"At the time of Dr. Addison's visit to this school some seven years ago, he stated, I think, that very little oral work was attempted. Well, much water has flowed under Canadian bridges since then and things have changed.

"The children may be kept at this school for 10 years, viz., from seven years of age to seventeen. In time, no doubt, they will be admitted at an earlier age and so another step in the right direction will be taken.

"The average cost per pupil is 250 dollars per annum, the whole of which is borne by the State. I do not hesitate to say that when the present structural improvements have been completed, the Belleville Institution will be one of which any country might justly be proud, and it was a source of great personal satisfaction to me to find that in a great colony developing, as Canada is at a prodigious speed, education, at any rate so far as the deaf are concerned, is keeping pace with its other developments."

PHYSICIAN'S REPORT

BELLEVILLE, ONT., November 1st, 1913.

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,
Minister of Education for Ontario,

SIR,—I have the honour to submit my annual report of the conditions prevailing in the medical department of the Ontario School for the Deaf for the year ending October 31st, 1913.

I am pleased to be able to report that the health of the pupils on the whole has been good, due in a measure to the care that is exercised over them, the sanitary condition of the dormitories and class-rooms, the physical instruction they receive and the variety, quality and wholesomeness of the food served. We hope in the future to be able to show even better results along this line. Our new dormitories now in process of construction are models of their kind, and are being constructed and equipped in such a manner as to fully meet the exacting requirements of advanced laws of sanitation.

I would not have you think however that the general health of the school has been uniformly good. There are times when we are very busy and our energies fully taxed. Every year we have a number of new pupils coming with impaired health, suffering from malnutrition, or with a tubercular tendency, or some constitutional or hereditary taint, or some mental or physical defect other than their deafness. These require continuous looking after, and the attention they receive is of great advantage to them in enabling them to continue at school and in laying a foundation of health that we hope will bear fruit in a better and more enduring future after they have finished here.

The prevention of infections is a problem of the first importance and we adopt every known means practicable to combat it. The process commences before the opening of school. To this end instructions are sent to the parents or guardians of intending pupils previous to their leaving home. If any have been exposed or at all suspicious of any infection they must produce a medical certificate that they are free from contagion before they are received. All trunks and contents are ordered to be disinfected by the use of formaldehyde sprinkled on cloths and placed in the trunk. On arriving at the school if the trunks do not give evidence of the presence of formaldehyde they are again fumigated for twenty-four hours. Notwithstanding our best endeavours infectious diseases crop up that must be dealt with. In the month of January last we had chicken-pox, in all forty-two cases without untoward results other than detention from school under quarantine. In January a case suspicious of small-pox occurred. The patient was quarantined for the usual length of time and recovered. As a precautionary means a number of the pupils and attendants were vaccinated, some for the first time, others when they were considered not sufficiently immune were re-vaccinated, in all forty people.

Among the cases encountered during the session I would briefly report the more important. We had two cases of fractured clavicle, perfect recovery, both boys, a number of cases of wounds and other injuries generally of minor importance, one case of appendicitis recovered without operation, LaGrippe occurring in epidemics, one case only complicated with pneumonia, two cases of inflammatory rheumatism, a number of skin diseases, digestive disorders, throat, nose and bronchial affections, numerous other disorders or indispositions of little importance but ordinarily encountered in residential schools. One boy was returned home with heart disease. We had no mortality among the school children.

As your physician here I have long felt that the welfare of the children would be advanced if more time were given to the study and examination of the pupils when well, and thereby detect any constitutional or hereditary defects, and become more familiar with their temperament and disposition. To this end and with the consent and approval of the Superintendent I have begun a course of thorough inspection of every individual pupil, keeping record of the same, to be made at the opening and close of the session and to include the personal and family history, the height, weight and measurements, as well as physical, mental and general characteristics. The children coming to the school this year for the first time I believe to be superior physically and intellectually to any class for many years past.

The opening of the present session found the main building renovated and in a sanitary condition, ready to receive the large influx of children. The hospital had also been renovated and given a fresh coat of paint. Up to the present there has been no sickness considered dangerous or important.

Among the officers and attendants the year has proved an eventful one. Mr.

John Dowrie, master carpenter and a long and valued servant of the school, died in January after a prolonged period of failing health. Mr. William Langmuir long connected with the school died in November after a protracted illness. Miss Templeton, teacher, who had been in poor health for some time was taken dangerously sick in February. She recovered but convalescence was very slow and she was advised to relinquish work until after holidays. She has now fully recovered and returned to duty at the opening of the session. Miss Willoughby, our matron was in impaired health and in a low nervous condition for some time. On the opening of the school in September she unfortunately fell fracturing her left wrist, from which she will be partially disabled for some time. In November our nurse, Miss Morrison, resigned and was succeeded by our present nurse, Miss Roberts. She became dangerously sick toward the end of the term necessitating an operation. She has fully recovered and is now on duty, active, energetic and painstaking, popular with the children and is giving good satisfaction. There has been other sickness among the staff but not such as to interfere with the systematic and orderly progress of the school.

I wish to express my gratitude to the Superintendent for the privilege accorded me of attending the International Congress of School Hygiene at Buffalo, N.Y., in August last. A noticeable feature of this great congress was the deep interest manifested in the work by the delegates present. The sessions were largely attended, even crowded, and the interest maintained to the end. The papers read were of a very high order and the discussions as thorough as the time allowed would permit. I believe much practical good will be the ultimate result of such conferences and all those interested in this work will await the published report of the proceedings with much interest.

I have the honour to be,

Sir,

Your obedient servant,

W. W. Boyce, M.D.

LITERARY EXAMINER'S REPORT

Belleville, Ont., June 17th, 1913.

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to present herewith my report on my inspection of the School for the Deaf at Belleville.

In accordance with your instructions I inspected the classes while the actual work of instruction was in progress, and to me, this visit was more satisfactory than any previous visit where the instruction had largely been completed for the year before I visited. This year I was able to get a fuller idea of the enormous difficulties under which these instructors labour. I thought I appreciated the matter fully before, but I now know that I did not. To one who has not seen this work being accomplished, it is next to impossible to give an adequate idea of the

handicap under which pupil and teacher struggle. And to me the results are wonderful.

I spent five days in the Institution, visiting every class for periods varying with the class, and I can truthfully say that I saw good work in practically every class, in many classes, most excellent work.

For some time past I have been particularly interested in the Senior Manual Class who, as you know, is attempting to reach the Junior High School Entrance standard. This year a very happy arrangement has been made by which Mr. Campbell and Mr. Stewart share the work of this class, the balance of their time being given to the Senior Oral Class. This senior Manual Class, consisting of some very bright pupils, is making rapid progress, and with the exception of the subjects which it is manifest that the pupils could not attempt (Oral Reading for example) I fully believe they will reach the goal for which they are working. And when the pupils of the Senior Oral Class reach this stage they will be able to take the Oral Reading also.

A new feature in this year's work is a class of nine senior girls who are being instructed in Typewriting by Miss Palen, on the Touch System. She showed me some excellent work done by the girls, and Miss Palen informed me that in repeated work they attained a speed of about fifty words per minute, which is a very creditable performance.

I will not attempt to outline what I saw in each class, for it would make this report unnecessarily long, but I can assure you that the interests of the deaf children of our province are in capable hands under Dr. Coughlin and his efficient staff of instructors.

It is pleasing to see the improvements now nearing completion in the way of dormitories. This expenditure was absolutely necessary and when the contemplated changes are made in the class-rooms of the present building, I am sure that you will see still better work done in this Institution that is alrealy doing excellent work. The course of study now is as near as may be, that of the Public School, and as the oral work advances it will approach still nearer. Having visited here officially now for a number of years in succession, the advance since my first visit is very evident and each year it gets nearer to a visit to a good Public School. I have mentioned this to the Superintendent and it must be apparent to anyone who visits here frequently.

In addition to the literary work of the Institution, the Physical development of the pupils is carefully looked after and it would be difficult to find a healthier or happier lot of boys and girls.

All of which is respectfully submitted,

I have the honour to be,

Sir,

Your obedient servant,

H. J. Clarke, B.A.,
Public School Inspector.
Belleville, Trenton and South Hastings.

Sections of the Ontario Truancy and Compulsory School Attendance Act Applicable to the case of Deaf Children

3. Every child between eight and fourteen years of age shall attend school for the full term during which the school of the section or municipality in which he resides is open each year, unless excused for the reasons hereinafter mentioned. R.S.O. 1897, c. 296, s. 2.

4. A person who has received into his house another person's child under the age of fourteen, who is resident with him or is in his care or legal custody, shall be subject to the same duty with respect to the instruction of such child during such residence as a parent and shall be liable to be proceeded against as in the case of a parent, if he fails to cause such child to be instructed as required by this Act; but the duty of the parent under this Act shall not be thereby affected or diminished. R.S.O. 1897, c. 296, s. 3.

5. (1) A parent, guardian or other person shall not be liable to any penalty imposed by this Act in respect of a child if—

(*a*) The child is under efficient instruction at home or elsewhere;

(*b*) The child is unable to attend school by reason of sickness or other unavoidable cause.

(2) The fact that the child is blind or deaf and dumb shall not be deemed an unavoidable cause within the meaning of clause (b) of this section if the child is a fit subject for admission to the Ontario School for the Education and Instruction of the Deaf and Dumb, or the Ontario School for the Education and Instruction of the Blind.

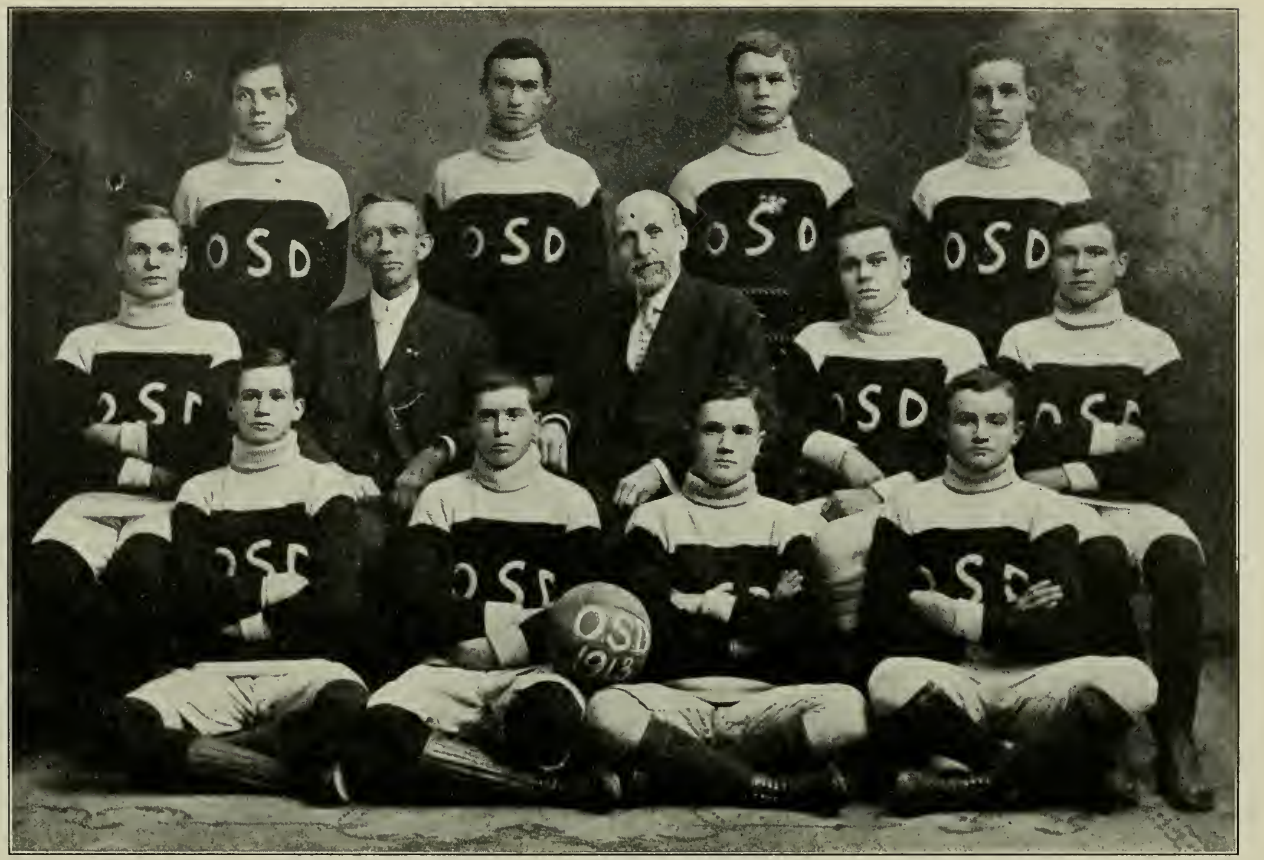
6. (1) No child under the age of fourteen years who has not a valid excuse under this Act, shall be employed by any person during school hours, while the public school of the section or municipality in which the child resides is in session, and any person who employs a child in contravention of this section shall incur a penalty not exceeding twenty dollars for each offence.

8. Every truant officer shall examine into all cases of truancy within his knowledge, or when requested to do so by the inspector, or by a school trustee, teacher, other truant officer or ratepayer, and shall warn the truants and their parents or guardians, in writing, of the consequences of truancy; and shall also notify the parent, guardian or other person having the charge or control of a child between the ages of eight and fourteen years not attending school as required by this Act, to cause the child to attend some school forthwith. R. S. O. 1897, c. 296, s. 7.

9. (1) A parent, guardian or other person having the charge or control of any child between the ages of eight and fourteen years who neglects or refuses to cause such child to attend some school, unless such child is excused from attendance as provided by this Act, shall incur a penalty of not less than five dollars nor more than twenty dollars.

(2) The court may, instead of imposing a penalty, require a person convicted of an offence under this section to give a bond in the penal sum of one hundred dollars, with one or more sureties to be approved by the court, conditioned that the person convicted shall, after the expiration of five days, cause the child to attend some school as required by this Act. R.S.O. 1897, c. 296, s. 8.

13. Every person and officer charged with the duty of enforcing any provision of this Act, who neglects to perform the duty imposed upon him, shall incur a penalty not exceeding $10 for each offence. R.S.O. 1897, c. 296, s. 14.



O. S. D. FOOTBALL TEAM, 1913

A. FORRESTER
Full Back

C. R. FORD
Goal

E. T. PAYNE
Half Back

W. S. MINNS
Manager

T. BROWN
Right Forward

E. HUGHES
Full Back

WM. NURSE
Coach

A. MARTIN
Centre

W. McADAM
Left Forward (Capt)

P. McDOUGALL
Left Forward

J. GREEN
Half Back

C. P. DORSCHNER
Right Forward

H. TAIT
Half Back

Record of the Ontario School for the Deaf Football Team for the Season of 1913

Sept. 25—defeated Belleville High School.
Oct. 4— " Napanee Collegiate.
" 11— " Deseronto High School.
" 15— " Deseronto High School.
" 23— " Trenton High School.
" 25— " Marsh and Henthorn's.
" 28— " Albert College.
Nov. 1— tied Napanee Collegiate.
" 18— lost to Albert College.
" 22—defeated Marsh and Henthorn's.
" 24— tied Albert College.
" 27—defeated Trenton Bankers.
Won 9. Tied 2. Lost 1.

Number of Pupils in Attendance each Official Year since the Opening of the School

——	Male	Female	Total
From October 27th, 1870, to September 30th, 1871.....	64	36	100
" " 1st, 1871, " 1872.....	97	52	149
" " 1872, " 1873	130	63	193
" " 1873, " 1874.....	145	76	221
" " 1874, " 1875.....	155	83	238
" " 1875, " 1876.....	160	96	256
" " 1876, " 1877...	167	104	271
" " 1877, " 1878.....	166	111	277
" " 1878, " 1879.....	164	105	269
" " 1879, " 1880.....	162	119	281
" " 1880, " 1881.....	164	132	296
" " 1881, " 1882.....	165	138	303
" " 1882, " 1883...	158	135	293
" " 1883, " 1884.....	156	130	286
" " 1884, " 1885.....	168	116	284
" " 1885, " 1886.....	161	112	273
" " 1886, " 1887.....	151	113	264
" " 1887, " 1888.....	156	109	265
" " 1888, " 1889.....	153	121	274
" " 1889, " 1890.....	159	132	291
" " 1890, " 1891.....	166	130	296
" " 1891, " 1892.....	158	127	285
" " 1892, " 1893.....	162	136	298
" " 1893, " 1894.....	158	137	295
" " 1894, " 1895.....	160	135	295
" " 1895, " 1896....	173	137	310
" " 1896, " 1897.....	164	128	292
" " 1897, " 1898.....	167	138	305
" " 1898, " 1899.....	161	132	293
" " 1899, " 1900.....	152	130	282
" " 1900, " 1901.....	157	143	300
" " 1901, " 1902.....	147	141	288
" " 1902, " 1903.....	140	143	283
" " 1903, " 1904.....	137	134	271
" " 1904, " 1905.....	130	138	268
" " 1905, " 1906.....	116	143	259
" " 1906, " 1907.....	126	145	271
" " 1907, " 1908.....	133	143	276
" " 1908, to October 31st, 1909..	130	151	281
" " 1909, " 1910.....	143	149	292
" " 1910, " 1911.....	138	143	281
" " 1911, " 1912.....	135	126	261
" " 1912 " 1913.....	139	129	268

List of Pupils in the Ontario School for the Deaf for the Year ending October 31st, 1913

County	P.O. Address
Algoma:	
Barker, Belle	Sault Ste. Marie.
Broad, Russell	Dunn's Valley,
Lauzon, Manesipe	Stobie Mine.
Matheson, Beatrice	Sault Ste. Marie.
Parr, Joseph	Sault Ste. Marie.
Alberta, Province of:	
Nouak, Nick	Didsbury.
Brant:	
Laform, Lydia	New Credit.
Lloyd, Ruth	Brantford.
Murzin, Sophie	Brantford.
McKenzie, Robert	Harley.
Stegmeir, May	Brantford.
Bruce:	
Atkinson, Gladys	Port Elgin.
Brown, John	Chesley.
Baker, John	Southampton,
Crowe, Robert	Dobbinton.
Clemens, Areeta	Port Elgin.
Green, James,	Chesley.
McKee, Carl	Pinkerton.
McKee, Maude	Pinkerton.
Rourke, Melville	Tara.
Smith, Elizabeth	Wiarton.
Smith, Percy	Wiarton.
Carl ton:	
Brigham, Thomas	Ottawa.
Blanchard, Victor	Cummings' Bridge.
Dallaire, Romeo	Ottawa.
Dunn, John	Cummings' Bridge.
Delinelle, Victor	Ottawa.
Evoy, James	Carp.
Gauvreau, Telesphore	Ottawa.
Huband, Gerald	Ottawa.
Jones. Mabel	Billings' Bridge,
Levasseur, Philip	Ottawa.
Savard, Paul	Cummings' Bridge.
Towns, Dora	Laurentian View.
Dundas:	
Beckett, Sam	Chesterville.
Ford, Clarice	Mountain.
Hoy, Gertie	Mountain.
Loper, Cyril	Morrisburg.
Servage, Milton	Dunbar.
Dufferin:	
Bell, George	Riverview.
Hamilton, Enie	Shelburne.
Middleton, Hellen	Conover.
Durham:	
McMillan, Joseph	Newcastle.

County	P.O. Address
Elgin:	
Caves, Jessie	St. Thomas.
Gwalter, Harry	St. Thomas.
Gwalter, Fred	St. Thomas.
Hammond, Catharine	St. Thomas.
Henderson, Gilbert	St. Thomas.
Jagoe, Alberta	St. Thomas.
Paul, Edward	St. Thomas
Essex:	
Berthiaume, Lionel	Tecumseh.
Bennie, James	Leamington.
Fairful, Maisie	Leamington.
Kerr, Avis	Elmstead.
Penprase, Alfred	Elmstead.
Payne, Eddie	Walkerville.
Swader, Earl	Windsor.
Walker, Achille	Sandwich.
Watkins, Hazel	Windsor.
Glengarry:	
Cass, Jemima	Maxville.
Haldimand:	
Buckley, Lawrence	Cheapside.
Duxbury, Oral	Cheapside.
Forrester, Asa	Dunnville.
Foster, Dorothy	Dunnville.
Rozell, William	Canboro.
Sherk, Clara	South Cayuga.
Halton:	
Kenney, Francis	Acton.
Tate, James	Milton. West.
Hastings:	
Allore, Frances	Bogart.
Doughty, Mary	Eldorado.
Freeman, Gertie	Deseronto.
Hawes, Rosie	Deseronto.
Johnston, Mary	Belleville.
Jaynes, Perry	Marysville.
Jaynes, Wilfred	Marysville.
McAdam, Wesley	Marlbank.
Narrie, John	Marmora.
Ward, Albert	Stirling.
Waldron, Arthur	Trenton.
Huron:	
Balkwill, Clara	Exeter,
Colclough, Lorne	Holmesville.
Cole, Jean	Clinton.
Cole, Melville	Clinton.
Laporte, Dennis	Zurich.
Montgomery, Elsie	Wingham.
Marshall, John	Hensall.
Marshall, Russell	Hensall.
Sours, Gladys	Clinton.
Steepe, Phœbe	Goderich,
Simmons, Luella	Gorrie.
Wiggins, Parkie	Dungannon.

List of Pupils in the Ontario School for the Deaf—Continued

County	P.O. Address
Kent.	
Adkin, James	Bothwell.
Brewer, Blanche	Bothwell.
Christian, Gertrude	Wallaceburg.
Dubois, Madeline	Wallaceburg.
Meredith, Stella	Wabash.
Neville, Mamie	Dresden.
Toll, Nova.	Ridgetown.
Toulouse, John	Chatham.
Lambton:	
Chenney, Roy	Petrolea.
Jennings, Frank	Petrolea.
Johnston, Olive	Sarnia.
Jackson, Leone	Oil Springs.
Jackson, Myrel	Oil Springs.
Leckie, Alice	Sarnia.
Leckie, Alma	Sarnia.
Leckie, Elsie	Sarnia.
Mackie, John	Edy's Mills.
Squire, Edith	Wyoming.
Stewardson, Lawrence	Forest.
Thomas, Clara	Walpole Island.
Watson, Vern	Watford.
Wark, Jean	Wyoming.
Lanark:	
Blake, Fred.	Almonte.
Hughes, Ernest	Carleton Place.
Jacklin, Myrtle	Rideau Ferry.
Leggett, Gordon	Perth.
McLaren, Mary	Smith's Falls.
McLaren, Rachel	Smith's Falls.
Lincoln:	
Heaslip, Myrtle	Wellandport.
Leeds:	
Swayne, Robert	Athens.
Swayne, Patrick	Athens.
Middlesex:	
Garrett, Gladys	Granton.
Humphrey, Hazel	London.
Hodgins, Mary	London.
Hodgins, Sadie	London.
Hodgins, Albert	London.
Laugheed, Eva	London.
McMurray, Mirton	Belton.
Steele, Annie	London.
Northumberland:	
Ball, Glen	Baltimore.
Ball, Lisgar	Baltimore.
Moore, Dorothy	Castleton.
Milligan, Aggie	Campbellford.
Parker Clifford	Baltimore.
Parker, Clinton	Baltimore.
Shannon, Lenna	Brighton.

County	P.O. Address
Nipissing District:	
Bealer, Frank	Copper Cliff.
Dorschner, Charles	Mattawa.
Legault, Clarida	Cache Bay.
Legrandeur, Victor	St. Charles.
Ross, Lauredith	Cochrane.
Rodhy, Theodore	North Bay.
Slotnik, Louis	Englehart.
Suddy, Fred	Sturgeon Falls.
Whalen, Loretta	New Liskeard.
Whalen, Mary	New Liskeard.
Oxford:	
Abrey Irene	Drumbo.
Allen, Winnie	Tillsonburg.
Groves, Russell	Ingersoll.
Isles, Hazel	Ingersoll.
McFarlane, Mona.	Woodstock.
Youngs, Cyrus	Youngsville.
Youngs, Stanley.	Youngsville.
Ontario	
Benns, Charles	Claremont.
Lappin, Leo	Atherley.
Maynard, John	Uxbridge
Parry Sound District:	
Bagby, Florence	Katrine Station.
Blais, Gladys	Burk's Falls.
Peel:	
Davey, John	Nortonville.
McVean, Alex.	Castlemore.
McVean, Archibald	Castlemore.
McLeish, Marjorie	Star.
Peterborough:	
Harper, Madeline	Peterboro'.
Meyett, Joseph	Peterboro'.
McMillan, Nellie	Havelock.
McBrien, Elwood	Peterboro'.
Perth:	
Kaufman, Margaret	Palmerston.
McIntyre, Ross	Fullarton.
Orr, Winnifred	Milverton.
Prescott and Russell:	
McDougall, Elsie	Grant.
McDougall, Peter	Grant.
Pregent, Leopold	Plantaganet Sp'gs.
Quebec Province:	
Shaw, Eric.	Montreal.
Renfrew:	
Derochie, Wallard	Arnprior.
Dallaire, Ambrose	Perrault.
Dick, Alton	Renfrew.
Gervais, Virginia	Camel Chute.
Hunter, George	Matawatchan.

List of Pupils in the Ontario Institution for the Deaf—Concluded

County	P.O. Address
Renfrew—Continued	
Hunter, Raymond	Matawatchan.
Hunter, Clifford	Matawatchan.
Schneider, Leonard	Pembroke.
Schneider, Albert	Pembroke.
Teepel. Emma	Khartum.
Whyte, Eleanor	Arnprior.
Whyte, Belle	Arnprior.
Simcoe:	
Bowen, Roy	Cookstown.
Cheviette, David	Penetang.
Godfrey, Mabel	Orillia.
Gallinger, Edith	Lisle.
Hall, Ewart	Midland.
Kelcey, Lillian	Barrie.
St. Amant, Herman	Penetang.
Sinclair, Blanche	Orillia.
Sloan, Harry	Churchill.
Vaillancourt, Joseph	Penetang.
Watson, Edna	Orillia.
Wheat, Dorothy	Midland.
Stormont:	
Campbell, Mary	Avonmore.
Ingle, Agnes	Cornwall.
Thunder Bay District:	
Beaudin, Frank	Fort William.
Munro, Ada	Slate River Valley.
Smith, Walter	Fort William.
Victoria:	
Coulter, Caliph	Kirkfield.
Evans, Christopher	Corson's Siding.
Patrick, Nellie	Lindsay.
Western, Florence	Little Britain.
Whitworth, Florence	Lindsay.
Wellington:	
Carter, Elizabeth	Guelph.
Marshall, Jessie	Arthur.
McQueen, Mary	Arthur.
Wentworth:	
Allen, Muriel	Hamilton.
Batstone, Jesse	Hamilton.
Bayliss, Hector	Hamilton.
Pierce, Gordon	Hamilton.
Struble, Norman	Hamilton.
Tait, Harold	Hamilton.
Tait, William	Hamiiton.
Webster, Elsie	Aldershot.
Welland:	
Caswell, Sylvia	Chippawa.
Farr, James	Marshville.
Waterloo:	
Denham, William	Preston.
Golds, Charles	Berlin.
Klinkman, Mary	New Hamburg.
Maule, Rona	Galt.
Martin, Absalom	Waterloo.
Strong, Luella	Breslau.
York:	
Angelchick, Lena	Toronto.
Buchan, Drucilla	Toronto.
Buchan, John	Toronto.
Buchan, Lucy	Toronto.
Baskerville, Silas	Toronto.
Brown, Walter	Toronto.
Burley, William	Toronto.
Baker, Roy	Toronto.
Casey, Lillian	Toronto.
Cornish, Douglas	Toronto.
Dolby, Martha	Toronto.
Dyson, John	Toronto.
Dickson, Violet	Toronto.
Davey, Charles	Toronto.
Egginton, Maud	Toronto.
Gerolamy, Marie	Toronto.
Goulding, Thomas	Toronto.
Hazlitt, Evelyn	Toronto.
Hazlitt, Dorothy	Toronto.
Hardy, Gladys	Toronto.
Kennedy, Muriel	Toronto.
Lawson, Gladys	Toronto.
Leeder, Flora	Toronto.
Marks, Jennie	Toronto.
Maiola, Joseph	Toronto.
Mosher, Archie	Highland Creek.
McCann, Grace	Toronto.
McGovern, William	Toronto.
Osborne, Iona	Toronto.
Powell, Marion	Toronto.
Pattillo, Lenore	Toronto.
Peirce, Frank	Toronto.
Pack, Sydney	Toronto.
Robinson, Charles	Toronto.
Smith, Mabel	Toronto.
Smith, Norma	Toronto.
Thomson, Anabel	Toronto.
Watson, Muriel	Toronto.
Walker, Arthur	Toronto.
Wilson, Charles	Toronto
Willmott, Charles	Toronto.

Cost per Pupil, School for the Deaf

Year ending October 31st

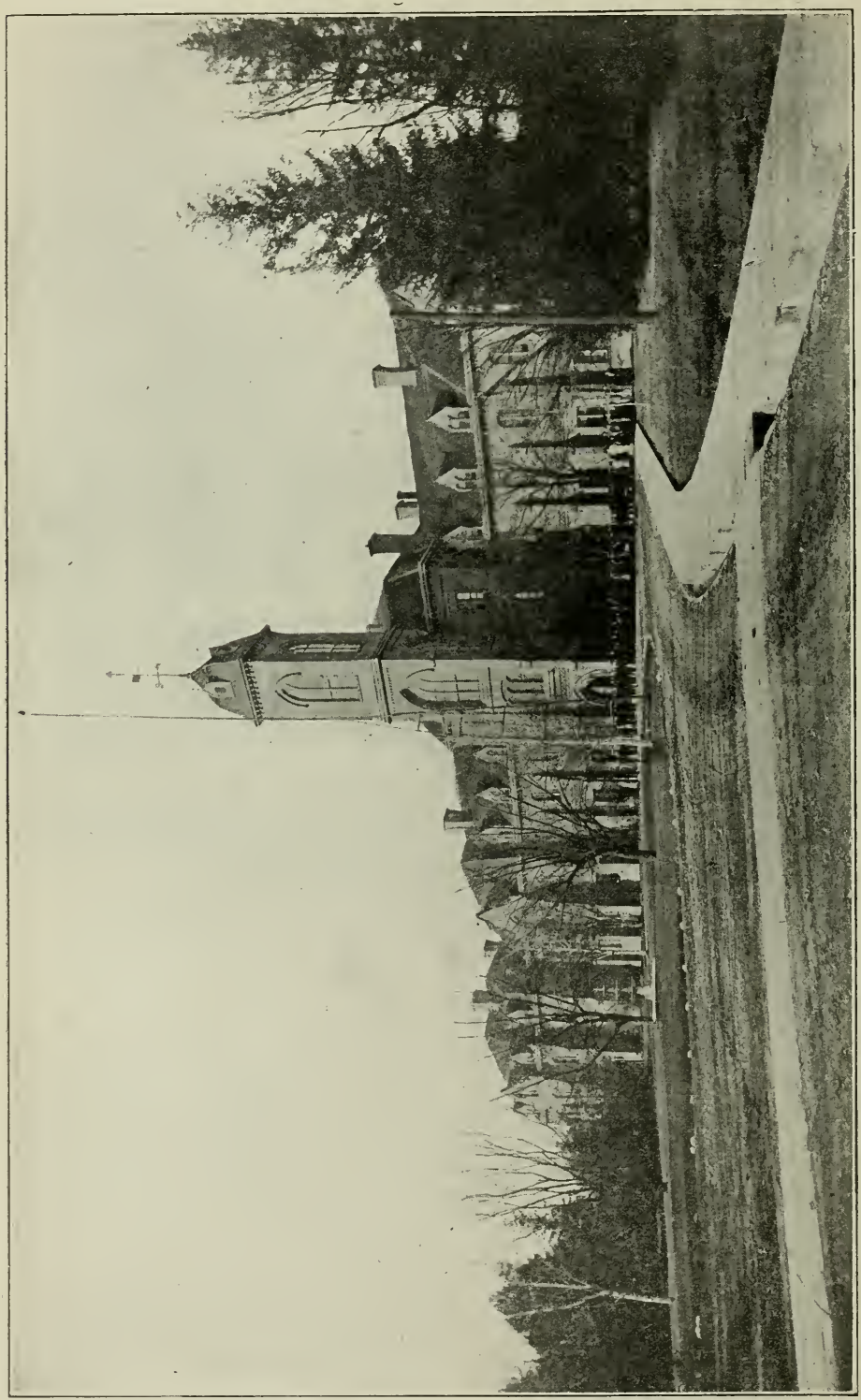
Heading of Expenditure	1911–12			1912-13		
	Total expenditure year ending October 31st, 1912	Yearly cost per pupil October 31st, 1912	Weekly cost per pupil October 31st, 1912	Total expenditure year ending October 31st, 1913	Yearly cost per pupil October 31st, 1913	Weekly cost per pupil October 31st, 1913
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Medical department	273 84	1 21	0 02	288 59	1 21	0 02
Butcher's meat, etc	4,734 78	20 81	0 40	4,713 32	19 75	0 38
Flour, bread, etc	1,010 67	4 46	0 08	1,538 23	6 44	0 12
Butter and milk	3,852 27	16 98	0 32	4,465 36	18 71	0 36
General groceries	2,081 07	9 17	0 18	2,371 28	9 94	0 19
Fruit and vegetables	1,315 83	5 80	0 11	1,133 51	4 75	0 09
Bedding and clothing	545 46	2 40	0 04½	543 86	2 27	0 04
Fuel	7,152 97	31 53	0 61	5,229 17	21 92	0 42
Light	1,061 30	4 68	0 09	976 92	4 09	0 07
Laundry, etc	877 24	3 86	0 07½	770 72	3 23	0 06
Books and apparatus	484 27	2 13	0 04	1,072 78	4 49	0 08
Printing, etc	615 64	2 71	0 05½	807 90	3 38	0 06
Furniture, etc	665 17	2 93	0 06	692 75	2 90	0 05
Farm	847 99	3 74	0 07	905 52	3 79	0 07
Repairs, ordinary	631 97	2 78	0 06	886 85	3 71	0 07
Sewage	57 09	0 25	0 00½	144 27	0 60	0 01
Water	900 00	3 97	0 08	900 00	3 77	0 07
Miscellaneous	1,031 31	4 54	0 09	1,011 96	4 24	0 08
Salaries and Wages	31,475 77	138 66	2 65	31,779 45	133 22	2 56
	59,614 64	262 61	5 04	60,232 44	252 41	4 80

Average number of pupils, 1911-12, 227.
Annual cost per pupil, 1911-12, $262.61.
Weekly cost per pupil, 1911-12, $5.04.

Average number of pupils, 1912-13, 238.
Annual cost per pupil, 1912-13, $252.41.
Weekly cost per pupil, 1912-13, $4.80

Certified correct.

J. W. PEARCE,
Bursar.



Ontario School for the Blind, Brantford

APPENDIX I

FORTY-SECOND ANNUAL REPORT OF THE ONTARIO SCHOOL FOR THE BLIND, BRANTFORD, BEING FOR THE YEAR ENDED 31st OCTOBER, 1913

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario:

Sir,—I have the honour to transmit herewith the Forty-second Annual Report upon the School for the Blind, Brantford, for the year ended 31st October, 1913.

I have the honour to be,

Sir,

Your obedient servant,

H. F. Gardiner,
Principal.

Brantford, November, 1913.

The School for the Blind

In presenting the forty-second annual report of the Ontario School for the Blind, I have to report a decrease of 7 (from 106 to 99) in the average attendance for the session which ended in June, 1913, as compared with the preceding session; also a decrease in the total registration from 115 to 109. The registration of pupils during the twelve months of the official year—from November 1st, 1912, to October 31st, 1913—was 124, the same as in the preceding official year.

If I am correct in my opinion, that the chief cause of the reduction in attendance is a general diminution of blindness throughout the Province, the present condition should be a cause of rejoicing, but in a comparison extending over a term of years other reasons must be considered, besides the increased efficiency of physicians, nurses and oculists. High-water mark was reached in this school in the official year ending 30th September, 1881, when the recorded attendance was 201. At that time many of the "pupils" were men and women of mature years, and not a few of them were far below the normal intellectually. The "school" was doing the work of an asylum, which interfered seriously with the carrying out of the object for which it had been established. By a judicious weeding out, the attendance in the official year 1882 was brought down to 167, and in 1884 it was 140. In 1889 it was 167, in 1903 it was 131, and not so low again until 1912. When the compilation of the figures taken in the census of 1911 was completed in August last, the officials at Ottawa were so surprised that the blind population had not maintained its former ratio to the total population that they feared some mistake had been made by the enumerators, and they asked my opinion on the subject. I drew their attention to the efforts made in recent years to prevent blindness, narrated the experience of this school in regard to reduced attendance, and showed that similarly situated schools in the United States were having a like experience. Mr. J. J. Dow, Superintendent of the Minnesota School for the Blind, in noting a decreased attendance from 91 in 1911 to 83 in 1912, mentioned fifteen schools in

which the attendance was greater in 1902 than in 1912, namely: the school for whites and the school for coloured in Alabama; the schools in Arkansas, Colorado, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, New York City, Ohio, Oregon, Tennessee and Wisconsin. In several other States the attendance in 1912 was lower than it had been in some of the preceding years.

It must not be inferred that all the Ontario children who ought to be attending this school are in attendance. For reasons stated in former reports, or for no explicable reason, some parents hesitate or refuse to let their children with defective sight take advantage of the facilities provided by the Legislature for their education. I am sure that the existence of the school, and the objects of its maintenance, are better known and better understood now than in former years. During the year 1913, in addition to a liberal distribution of annual reports, I mailed 4,000 circular letters to county and township officials, clergymen and others, whose names and addresses appeared in the Canadian Almanac, with information about the school and specimens of the print used in teaching. I also availed myself of the kindness of my old friends the editors to have inserted in nearly every Ontario newspaper a short notice of the school and its work, and in addition to the usual exhibit at the Toronto Fair we had this year a series of demonstrations of literary, musical and industrial work conducted by Miss Cronk, a blind teacher, assisted by pupils who reside in Toronto. Printed matter relating to the school was handed out to the thousands of persons from all sections of the Province who stopped to inspect the exhibits of pupils' work in the Government building. Concerning the School's exhibit and demonstration, the Toronto *Globe*, of September 5th, said:

"Anyone who imagines that because a person is afflicted with blindness, she must needs sink into a state of pathetic oblivion, waiting for crumbs of comfort to turn up, for someone to talk or sing or read to her, should go to the demonstration hall in the Women's Building at the Exhibition this afternoon at 3 o'clock and see how the blind are taught at the School for the Blind at Brantford.

"Each afternoon a group of bright-faced boys and girls gathers there to show the public a little of the method used in educating those who cannot see. Looking at the expressive faces of the girls, as they lean towards one another over their knitting to pass a remark or give a suggestion, it is hard to believe that they are not looking and laughing into each other's eyes from behind those dark glasses, which to us symbolize the shutting out of so much that makes life worth while.

"Miss Cronk, a blind teacher from the school, gave yesterday afternoon a most interesting demonstration of the teaching of music, while Mr. C. W. James explained how music could be written from dictation, the chief difference being that the blind student must memorize his music before he can play it. Miss Cronk dictated to Mary Cuneo a piece of music she had never heard before, and Mary took it down in point writing, then went to the piano and tried over the notes, after which she played it without missing a note.

"'How do you find the first note?' asked a lady in the audience, and received in reply from the little musician a very clear explanation of how the keyboard was numbered through the octaves. This lady then took a page covered with point writing and tried to tell, with her eyes closed, how many pricks were in various letters, but she could not. The slender fingers of the blind seem abnormally sensitive, and they flutter around, deftly telling who is here, where the chair is, what the words are, and dozens of other things almost as quickly as we would gain the same impressions by our eyes.

"Then Mary played while Gladys Thompson sang sweetly, 'Face to Face.' The most wonderful thing of all is the optimism of these whom we regard as the poor blind. And yet we, with every external thing to make life bright, so often wear a gloomy face, while these children who must depend so much on their own inner resources find so much to make them smile.

"One girl sat reading and smiling to herself over what looked like an ordinary exercise-book full of pin-pricks, but from the expression of her face it must have contained the loveliest pictures and stories imaginable. Presently Nora Lansdowne was called and she turned a few pages, got up and read aloud. Then Mildred Miles gave a

humorous recitation, and Thomas Higgins left the hammock he was making to give another.

"When the demonstration was over, Mr. James took us over to the Government Building to see the work done by the pupils in the school, and as we went, we said to him:

"'Those little girls were so pathetic in their neat dresses and their pretty red and blue hair ribbons which they can never see. Do they really care about having pretty things?'

"To have the delight in pretty clothes taken out of her life would mean so much to any girl. It may sound like a little thing in the one overwhelming fact of being blind, but it is a little thing with a constant prick, one feels sure. The fancifully braided hair, as much as the sweet, happy, singing voice, and the care-free smile, bring a lump to the throat, but Mr. James says:

"'They do care for pretty things. When one of their friends comes in they run their fingers over her sleeves and the folds of her skirt and say, "What a pretty dress you have."'

"One is glad that things 'feel' pretty to them if they cannot look so.

"The exhibit shows beautiful work in carpentry, basketry, the making of wicker furniture, and so forth, by the boys, and sewing, bead-work and marvellous machine-made garments by the girls, while a knitted coverlid by Miss Cronk could vie with anything the Women's Building can produce.

"Wondering if perhaps the work was so carefully prepared for them that they hardly could make a mistake, we asked Mr. James about it, and he assured us that they could do everything for themselves, from the first part of the work on, excepting where colour was concerned, as in the beads, when different colours must be placed in different boxes for the worker."

Death of Mr. W. N. Hossie

In the death of Walter Nicholl Hossie, Bursar of the School for the Blind, which occurred at 12.40 in the morning of October 13th, 1913, officers, teachers, pupils and all others connected with the school, feel that they have sustained a personal loss, for Mr. Hossie not only performed the duties of his office faithfully, but he was everybody's friend. Born at Denny Loan Head, Stirlingshire, Scotland, December 9th, 1831, he was brought to Canada when less than two years old by his parents, who settled in the township of Moore, on the St. Clair River. He was educated at the Sarnia Public School and the Goderich Grammar School. For five years, after leaving school, he sailed on the lakes. In those days there were no railways in Canada, and while thus employed he had the opportunity of visiting all the leading cities along the water front from Quebec west. In 1849 and 1850 he was engaged clearing timber land, and in 1852 was employed in a general store in Goderich. In 1858 he entered the sheriff's office at Stratford as clerk and deputy, and on the separation of Peel from the County of York he received the appointment of deputy sheriff, necessitating his removal to Brampton, which office he held until September 23rd, 1873, when he was appointed by the Ontario Government to the Bursarship at Brantford, where he spent the remainder of his life, completing a

WALTER NICHOLL HOSSIE
Bursar, School for the Blind,
1873-1913

little more than forty years of continuous service in the same position. Courteous, yet firm, in his dealings with the public; prompt and methodical in his office work, perfectly familiar with all the varied details of his work, he was trusted and esteemed alike by his superior officers at Toronto and by his colleagues in Brantford. He died, as he had wished to die, "in harness," for his final illness was of only three days' duration. The funeral took place on Wednesday, October 15th, the remains being taken to Goderich for interment. Before the departure of the train, service was conducted at the late residence of the deceased by Rev. Mr. Gordon, assisted by Rev. Llewelyn Brown and Rev. R. D. Hamilton, the pall-bearers being Messrs. McEwen, Brandon, Gardiner, Wickens, Burbank and Leonard.

Mr. Hossie was a Liberal in politics and a Presbyterian in religion. He united with the church in Goderich, was elected to the eldership in Brampton, and afterwards in Zion Church, Brantford, but in later years he became a member of St. Andrew's Church. He served frequently as a representative at Presbyteries, Synods and General Assemblies, and took the deepest interest in Sabbath School work. At Goderich, Stratford and Brampton he was connected with the Tract and Bible Societies, and he was a delegate to the International Sabbath School Association at Chicago in 1887 and at Pittsburg in 1890; in 1891 he was President of the Ontario Provincial Sabbath School Association. Mr. Hossie was married in 1856 to Emeline Brace; in 1867 to Sarah Gordon McWhinney, and in 1884 to Margaret Reid McCormack, who died February 22nd, 1913. The surviving children are Mrs. James Sheriff, Caesarville, Sask.; Mrs. Garrett and Miss Annie Hossie, Brantford, and Mr. Walter Hossie, Winnipeg, Man.

Changes in Staff

Mr. Hossie was succeeded as Bursar by Mr. George H. Ryerson, of Brantford, who entered upon his duties on November 1st.

Miss Emma Moore, teacher of pianoforte and musical theory, resigned on December 2nd, 1912, after many years of faithful and efficient service, and discontinued work at the end of January, 1913, being succeeded by Miss Ethel Smyth.

The Brantford *Expositor,* of January 18th, contained the following:—

"Her friends regret Miss Moore's withdrawal from the O. I. B.—Presentation last evening. The officers and teachers of the Ontario Institution for the Blind, with the members of their families and a few friends not connected with the Institution, were the guests of the Matron (Mrs. Stewart) at supper last night, when advantage was taken of the opportunity to bid a formal farewell to Miss Emma Moore, who has resigned her position on the musical staff and will return to her home in Hamilton. The tables were tastefully decorated, and the repast served by Misses Cooper, Scace and Kavanagh was thoroughly enjoyed. At its conclusion Mr. W. B. Wickens, the senior teacher, read an address in which he expressed the general appreciation of the good work so ably and faithfully performed by Miss Moore, mentioning the uniform success of her pupils in their examinations, and the love and respect with which she was regarded by all. Miss Edith A. Harrington, on behalf of the staff, presented Miss Moore with a beautiful pearl pendant and gold chain. The recipient, taken by surprise, was visibly affected, and asked her brother, Col. E. E. W. Moore, to reply for her, which he did most gracefully, thanking his sister's friends for their kindness and goodwill, which would be appreciated by all the family and by none more than by his aged mother. Principal Gardiner added a few words of regret at Miss Moore's departure, and testified to the thoroughness of her work, as he knew it from personal observation and by the statements of many

ex-pupils who wrote of their gratitude to Miss Moore for the help she had given them while at school. Mr. W. Norman Andrews spoke of the difficulty of teaching musical theory and the great importance of that branch of musical education. Miss Moore had well earned the rest to which she was retiring. Mr. W. N. Hossie and Mr. Arthur Ostler joined the rest of the staff in best wishes, and all united in drinking Miss Moore's health. A pleasant feature of the occasion was the presence of Mrs. Mansell, of Peterborough, wife of the former pastor of Brant Avenue Church. Miss Moore's pupils, a few days previously, presented her with a neat leather travelling case, fully furnished."

Mr. P. J. Roney, teacher in the literary department, resigned on August 9th, after nearly eleven years' service, his intention being to engage in the life assurance business. He was succeeded by Mr. John E. Ronan, who entered upon the work on September 24th.

Miss Elizabeth Stobie, also of the literary staff, sent her resignation on account of the protracted illness of her mother. Pending the appointment of a lady teacher in her place, the work has been done by Mr. Green, Supervisor of Boys.

The ordinary work of the school has been as successful as could be expected when the unavoidable changes in the teaching staff and the interruptions on account of illness are considered. As a general proposition, the teacher who gets along well with a class of children who have sight should succeed with blind children, after a few weeks or months of application and experience. The effort is necessarily more intense and more constant, yet there is little to fear in the case of a teacher who takes a real, unselfish interest in her pupils, in and out of the class-room, and who is not content with the limited amount of knowledge required to pass an examination and obtain a certificate. To succeed as a teacher, one must continue to be a student, and always know more about a subject than is printed in the school text-book. As there are no special training schools for teachers of the blind, the supply must be obtained from the ranks of public school teachers, and fitness for the special work can only be demonstrated by actual trial. For these reasons, permanency of service is particularly desirable.

Even in the teaching of the blind, there are what may be designated as fads. One blind person does something or makes something out of the ordinary, and this is quickly advertised throughout the continent as something that all the blind should undertake. But the practical question is, not whether a blind person can do a certain thing, but whether it can be done economically by him. There is no use in loading a person up with a lot of frills of no value except to call forth the admiration of the unthinking and make them shout "wonderful." Every blind child of normal intellectual capacity can be taught to read by touch and to write legibly with the aid of proper appliances; upon this foundation his education can proceed to any desirable extent. In manual work he does best in those industries least dependent on machinery. In music, by devoting sufficient time and labour, he can become as skilful as musicians who have sight. In any occupation it is not well for the blind man to insist upon perfect independence; he will do better work in conjunction with people who have sight. The temptation to "show off" the most clever pupils as samples of the lot should be resisted, as unfair alike to the pupils and the public.

Our school printing office continues to produce books and appliances in New York point, for the use of the pupils and of blind adults in our own and the neighbouring country. During the last year, at the suggestion of the music teachers, over 13,000 sheets of Plaidy's scales were printed and varnished, and the Lord's Prayer, Ten Commandments, Beatitudes, Addition Tables, etc., for use in the

Kindergarten, were printed in sets of 100. Among the new books is one on "Northern Ontario," containing an address delivered by Hon. W. H. Hearst before the Canadian Club of Toronto; one on the Northwest Rebellion of 1885, and one on the settlement of Upper Canada by the United Empire Loyalists.

The record of the year's work in the literary and musical departments will be found in the appended reports of the examiners appointed by the Minister of Education. As in the preceding year, the Trades Instructor, Mr. Donkin, with the permission of the Minister, visited a number of ex-pupils at their homes to assist and instruct them in adopting the latest improvements in willow-work. There seems to be little public interest in Ontario in the welfare of the adult blind. The need for such interest is better understood in Great Britain, probably because the schools there are mainly supported by subscription, and not by direct Government grant. The report of the Yorkshire School, for example, mentions "outmates" of fifty years' standing who have been supplied with employment during that long period. The subsidiary enterprises under the same management are the Home for Blind Women at Scarborough; the Sale Shop in Londesborough Road; the Middlesborough Workshop; the Whitby Workshop; the Markham Fund, the Munby Memorial Fund, etc. In the same report is a diagram, showing that out of 25,317 blind in England and Wales 481 are under 5 years of age, 669 from 5 to ten, 1,078 from ten to fifteen, 1,067 from fifteen to twenty, 1,120 from twenty to twenty-five, 2,386 from twenty-five to thirty-five, 2,750 from thirty-five to forty-five, 3,228 from forty-five to fifty-five, 3,910 from fifty-five to sixty-five, 4,289 from sixty-five to seventy-five, 3,443 from seventy-five to eighty-five, 896 from eighty-five and upwards.

These figures probably relate to the totally blind only; they are interesting because the proportions are approximately the same in all English-speaking countries, as has been proved by frequent comparison. The moral is that no country or community should consider that its whole duty toward the blind had been done when a school for the education of blind youth had been established.

The new building, intended for a dormitory for the female pupils and teachers, is nearly ready for occupation, and the walls of a similar building for the boys are nearly completed. Care has been taken to make the system of ventilation perfect, and the lavatories and bath-rooms contain the latest appliances. There are twenty-two rooms in each building for the pupils, each provided with three beds, three clothes-closets, and one bureau with six drawers. The doors are numbered in brass-tack point-print. There is also ample accommodation for the teachers, nurses, and caretakers. Besides the two stories on which the sleeping-rooms are located, there are a basement and an attic, with rooms for storage, and every precaution has been used to make the buildings fire-proof. The transfer of the beds to the new dormitories will give plenty of room in the main building for reading-rooms, play-rooms and sitting-rooms.

Attendance

The total registration of pupils in the session of 1912-13 was 109, six less than in the preceding session; at the opening on September 25th, 1912, there were 98 pupils, as compared with 104 at the opening of the preceding session; at the close 99, as compared with 104. Eleven pupils, who were not present at the opening in September, arrived during the session; seven of these were new; four had been in attendance previously. Of the ten pupils who were present during a part of the session, but did not remain until the end, one male left to work on his father's farm, one left with sight improved, one on account of epilepsy, and one lacked physical strength to move about. One female left on account of epilepsy; four

on account of poor health, and one to try faith treatment for the restoration of her sight. Of the 99 pupils who were present at the close of the session, there were 51 males and 48 females.

The number of pupils in attendance at the opening on September 24th, 1913, was 95, as compared with 98 at the corresponding date in 1912, and 99 at the closing of the school term on June 18th, 1913. Of those in attendance at the close of the last term, 81 had returned; four former pupils who were not here at the close of the last term had come back, and ten new pupils had been enrolled. The absence of the eighteen who left in June and did not return in September is thus explained:—

One male took with him tools and materials to work at basket-making; one had learned carpentry and hammock-making, one was equipped for piano-tuning, the parents of two had removed from the Province, one expected to pursue his studies under private tuition, one (with considerable sight) intended to learn a trade, and one was not permitted to return on account of chronic laziness. One female proposed to pursue her musical studies at home, three had completed their course, one was delayed while on a visit to friends, three were in poor health, and two were temporarily delayed and have since returned, along with three new pupils who arrived during October (before the end of the official year), bringing the total number enrolled up to one hundred.

The ages of the new and readmitted pupils are as follows:—

Males.		*Females.*	
Twenty years	1	Twenty-nine years	1
Nineteen years	1	Twenty-three years	1
Eighteen years	1	Twenty-one years	1
Fourteen years	3	Eighteen years	1
Thirteen years	1	Seventeen years	1
Six years	1	Thirteen years	2
	—	Twelve years	1
Total males	8	Ten years	1
		Eight years	1
		Five years	1
			—
		Total females	11
		Total males	8
			—
		Total males and females	19

Pupils Registered in Session, 1912-13

Name	Residence	Name	Residence
Ash, Rachel	Sarnia.	Dunlop, Maud	Cooper's Falls.
Bell, Jessie	Brooklin.	Fitzpatrick, Alta	Wheatley.
Bezaire, Alma	Auld.	Gascoigne, Marjorie	Stoney Creek.
Bezaire, Lea	Auld.	Hardwick, Lillian	Toronto.
Bickerton, Gladys	Navan.	Hawley, Doris	Winnipeg, Man.
Brennan, Alice	Bothwell.	Heaphy, Norah	Ottawa.
Brunsden, Alma	Brantford.	Henrich, Evelyn	Brantford.
Buss, Anna	Mille Roches.	Hepburn, Harriet	Port Elgin.
Catling, Nellie	Goderich.	Hewison, Betsy	Toronto.
Cox, Winifred	Brantford.	Hyndman, Elsie	Norwich.
Crawford, Annie	Strathroy.	Ingram, Elizabeth	Ottawa.
Creiger, Marion	Waterford.	James, Gertrude	Waterford.
Cuneo, Mary	Toronto.	Johnston, Charlotte	Guelph.
Darby, Alice	Ottawa.	Kaufman, Blanche	Chatham.
Davidovitz, Esther	Hamilton.	Lammie, Amy	Hensall.
Davison, Winifred	Griersville.	Lammie, Greta	Hensall.
Duciaume, Eva	Rockland.	Lansdowne, Norah	Toronto.
Dugdale, Gladys	Winnipeg, Man.	Marsh, Mary	Holland Landing.

Pupils Registered in Session, 1912-13—Continued

Name	Residence
McAuley, Marjorie	Hamilton.
McEwen, Geraldine	Radisson, Sask.
Miles, Mildred	Toronto.
Miller, Susan	Gravenhurst.
O'Neill, Mary	Ottawa.
Reidy, Ethel	London.
Rooke, Emma	Dereham Centre.
Rusk, Elizabeth	Barkway.
Sells, Kathryn	London.
Shane, Ellen	Hamilton.
Slay, Gladys	Sarnia.
Smith, Effie	Brantford.
Squair, Ethel	Williamstown.
Stearns, Sarah	Ottawa.
Stephenson, Muriel	Collingwood.
Thompson, Gladys	Toronto.
Thompson, Teresa	Hamilton.
Wright, Elsie	St. Catharines.

Name	Residence
Barton, Gustavus	Kazubazua, Que.
Beach, Sparling	Ottawa.
Belton, Samuel	S. Wellington, B.C.
Carlson, Fred.	Hope Station, B.C.
Chapman, Oswald	Rosseau.
Chatelain, Jean	Ottawa.
Clissold, Fred.	Mimico.
Cotter, James	Ottawa.
Crew, William	Toronto.
Culver, John	Todmorden.
Cundy, John	Regina, Sask.
Derbyshire, Byron	Athens.
Everts, Leo	High River, Alta.
Fenton, Mills	Allenford.
Fonger, Stanley	Bruce, Alta.
Frayne, Orville	Forest.
Garlick, Walter	Ottawa.
Gomm, William	Toronto.
Graham, Glen	Birnam.
Green, Harold	Elmwood, Man.
Grills, Ion	Campbellford.
Hawken, Howard	Whitby.
Higgins, Thomas	Toronto.
Johnston, Harold	Brockville.
Jones, Frank	Winnipeg, Man.
Kennedy, Edward	Ottawa.
Landriau, Valmore	Ottawa.
Lee, George	Epping.
Lott, Ernest	Brussels.
Lowe, Walter	Hamilton.
Murray, Ancile	Goderich.
Parfitt, Allan	Toronto.
Patterson, Clifford	Hamilton.
Paul, Leonard	Haileybury.
Pinnock, Alfred	Brantford.
Piper, Percy	Niagara Falls.
Rankin, James	Bickford.
Raymond, Walter	Collingwood.
Richardson, Robert	Hamilton.
Riddell, Gordon	Toronto.
Rigg, William	Weston.
Salter, Melville	Oshawa.
Simmons, Walter	Copper Cliff.
Smith, Joseph	London.
Steele, Fred.	Perth.
Sutherland, Joseph	Sutherland, Sask.
Tomlinson, Roy	Saskatoon, Sask.
Vance, Frank	Toronto.
Vincent, Cecil	Crookston.
Wallis, Cyril	Toronto.
Webb, Harold	Allandale.
Westcott, Frank	Salt Spring Island, B.C.
White, Harry	Toronto.
Wilker, Oscar	Tavistock.
Yarocki, Harry	Garland, Man.

New Pupils at Opening of Season, 1913-14

Name.	Residence.
Olive Broad	Sunderland.
Eva Brock	Hamilton.
Iva Grills	Brooklin.
Amy Lammie (re-admitted)	Hensall.
Beatrice McCannan (re-admitted)	Kenora.
Edna Tolton	Guelph.
Verna Welsh	Baldur, Man.
Stewart Bell	Bradley.
Alfred Langford	Magnetawan.
Cleophose Marcotte (re-admitted)	Mattawa.
William McKee	Estevan, Sask.
John Philpott	Brockville.
Leonard Sherman (re-admitted)	Lethbridge, Alta.
Earl Thompson	Toronto.

Pupils Admitted During October, 1913

Marjorie McAuley (re-admitted)	Hamilton.
Gladys Woodcock (re-admitted)	Toronto.
Emily Philpott	Brockville.
Doris Hawley (re-admitted)	Winnipeg, Man.
Fred. J. Noble	Hamilton.

Entertainments

The regular Tuesday evening entertainments by the pupils, ten for each evening, were kept up during the session, with ever increasing interest, one

important improvement being the many choruses prepared and presented, with some healthy rivalry between the two sides of the house. The collection of songs, with words and music in point print, was freely drawn upon, and other songs in ink print were learned by imitation, thus providing for many of the pupils an enlarged repertoire for use after they leave school.

The Christmas concert was reported by the Brantford *Courier* of December 20th, as follows:

Neither the stormy weather nor the many other advertised attractions had any perceptible effect on the size of the audience at the Christmas entertainment in the music hall of the Ontario School for the Blind last night, and at eight o'clock sharp, the people being all comfortably seated and provided with programmes in ink and point print, the first number, W. Spinney's "Berceuse," was played on the pipe organ by Clifford Patterson, of Hamilton, a young man whose work shows vast improvement from year to year. Then followed numerous recitations, interspersed with vocal and instrumental music in great variety, making the programme as a whole constantly interesting and never tedious. Greta Lammie, who lives at Hensall, recited "The Ingenious Cobbler," by Carolyn Wells, telling how he saved labour by cultivating ladies' slippers, rubber trees and sandal wood in his garden. Harold Green, a small boy from Winnipeg, told the story of "A Little Drummer" in the war between the North and the South fifty years ago. Possibly on account of the "recent unpleasantness" between the Bulgarians and the Turks, there was a good deal of martial declamation. Thomas Higgins, of Toronto, recited "The Drummer Boy of Kent," a brave little chap who went to France in the time of Henry V.; and Orville Frayne, of Forest, gave that grand old favorite, "Marco Bozzaris," with all the volume and energy that the piece demands. Harry White, of Toronto, recited Ella Wheeler Wilcox's story of "The Puzzled Schoolmaster," whose classical erudition did not enable him to comprehend many of nature's mysteries familiarly known to his boy pupils. Gladys Slay, of Sarnia, was very effective in Sinclair's "Meditation on Style," wherein the seventeen-years-old maiden decides that if she cannot be a Gibson girl she will wed a Gibson man. Maud Dunlop, of Cooper's Falls, gave Frank Castles' "By Special Request" in the most natural, conversational manner, her rendition showing perfect comprehension of the author's idea. Winifred Davison, of Griersville, recited "The Heritage," by Lowell, "What doth the rich man's son inherit?" and if it has been better done since Rev. Wm. Morley Punshon used to recite it, the present scribe was not there to hear.

All the recitations were notable for distinct enunciation, correct pronunciation, perfect memorizing and graceful and appropriate gesture, the motto of all concerned evidently being that what is worth doing is worth doing right. Ten little boys—Harold Webb, Wm. Gomm, Ancile Murray, James Cotter, Melville Salter, Frank Vance, Harold Green, Joseph Smith, Ernest Lott and Joseph Sutherland—told what they would be and do when they became men, illustrating the peculiarities of the several chosen occupations. As many little girls sang "A Christmas Carol," by Mrs. Adams, the accompaniment being played by their teacher, Miss Middlemiss. They sang well and looked very pretty in their white dresses. A new feature in the concert work of the Ontario School for the Blind was a violin solo—Seeboeck's "Blue Eyes"—played by Susan Miller, of Gravenhurst, one of Mr. Ostler's promising pupils. Harold Johnston, of Brockville, played a piano solo, Bohm's "La Grace," with skill and precision creditable to himself and his teacher. Four girls—Ethel Squair, Doris Hawley, Esther Davidovitz and Susan Miller—played a piano quartette, Haydn's "Heavens Are Telling," with Master Jean Chatelain accompanying on the organ, in excellent time and taste. There were three part songs, Mendelssohn's "Departure," and Zimmerman's "Good Night" by the full Choral Class, and Vincent's "Jolly Winter" by the girls of the class, Mr. Andrews accompanying and directing. This section of the programme elicited special commendation. Before the last number, Schubert's "Marche Militaire," played by Jean Chatelain, of Ottawa, on the organ, brief addresses of appreciation and encouragement were given by Rev. Messrs. Potts, Gordon, Miller, Lavell, Kelly and Dean Brady. As the pieces, though numerous, were not long, the entire programme was completed in less than an hour and a half, leaving an ample margin for social intercourse at its conclusion.

March 18th, the Girls' Literary Club gave an entertainment, entitled "An Evening with Moore," the following programme being successfully presented:

Club song (original), Members of the O. S. B. Literary Club; essay on Thomas Moore's Life and Works, Ethel Squair; recitation, "The Origin of the Harp,"

Nellie Catling; Chorus, "The Harp that Once through Tara's Halls," Literary Club; recitation, "The Low-Backed Car," Blanche Kaufman; Solo, "Believe Me, if all those Endearing Young Charms," Ellen Shane; piano solo, "Come Back to Erin," Geraldine McEwen; recitation, "Reuben and Rose," Mildred Miles; solo, "By Bendemeer's Stream," Gertrude James; semi-chorus, "Oft in the Stilly Night," Ten Girls, violin accompaniment by Susan Miller; recitation, "The King," Winifred Davison; chorus, "The Minstrel Boy," Literary Club. God Save the King.

May 13th, the pupils of the violin class gave an entertainment, their teacher, Mr. Arthur Ostler, playing the piano accompaniments, with the following programme:—String quartette, Emma Rooke, Esther Davidovitz, Mary Cuneo and Ellen Shane; "Valse," Warner, Kathryn Sells; "Barcarolle," Kern, Walter Simmons; "Blue Bells of Scotand," (and variations), Geraldine McEwen; "Valse Intermezzo," Kern, Jean Chatelain; duet, "Lucia di Lammermoor," Donizetti, Susan Miller and Geraldine McEwen; "Minuet in G," Beethoven, Harold Johnston; "Barcarolle," Offenbach, Mary Cuneo; "Take Back the Heart" (and variations), Susan Miller; Trio, Danela, Jean Chatelain, Walter Simmons and Harold Johnston. God Save the King.

May 28th, Mr. W. B. Donkin, Trades Instructor, gave the pupils a very pleasant evening's entertainment with his graphonola, the audience being thus enabled to hear the voices of some of the world's greatest singers.

The Brantford *Expositor* of June 17th contained the following report of the closing concert:

The entertainment given by the pupils of the Ontario School for the Blind last night scored the usual success, both in point of attendance and in the merit of the programme which had been prepared. The opening number was Mendelssohn's "Sonata in C Minor," played on the pipe organ by Jean Chatelain, a young man who resides in Ottawa. Later in the evening it was announced that Master Chatelain had passed the examination for Associateship in the Canadian Guild of Organists, and the diploma was presented to him. He was equally capable in his piano selection, Moszkowski's "Valse, Op. 34," both his performances giving promise of a distinguished career in the world of music. The other organ selection, Lemmens' "Fanfare," which had been chosen to close the programme, had, unfortunately, to be omitted, the player, Clifford Patterson, of Hamilton, having become ill after the programme was printed. There were five piano solos, besides the one already mentioned, and where all did so well it would be invidious to make comparisons. Byron Derbyshire, of Athens, though a trifle nervous, played Mendelssohn's "Spring Song" with absolute correctness; Mary Cuneo, of Toronto, gave Heller's "Tarantella" as composedly as if she were alone in a practice room; Esther Davidovitz, of Hamilton, played Schytte's "Rhapsodie" with taste and skill; Susan Miller, of Gravenhurst, contributed Ferkel's "Butterfly," and Geraldine McEwen, of Radisson, Sask., did ample justice to Jael's "Italian Serenade." In the piano quartette, "Comrades," by Hayes, with Doris Hawley, of Winnipeg, and Ethel Squair, of Williamstown, at the upright, and Harold Johnston, of Brockville, and Roy Tomlinson, of Saskatoon, Saskatchewan, at the baby grand, the time was so accurate and the blending of tone so perfect that it was difficult to realize, without the aid of sight, that more than one instrument was in use. For the first time in many years the pupils contributed violin music to the programme. The class was organized by Miss Marjorie Jones in October, 1911, and has been taught during the session just closed by Mr. Arthur Ostler. Susan Miller played "Take Back the Heart" (and variations), by Harris, and Geraldine McEwen played "Blue Bells of Scotland" (and variations), by the same author, both performers acquitting themselves very creditably. There was one vocal solo, Braga's "Angel Serenade," sung by Emma Rooke, of Dereham Centre, with violin obligato by Mr. Ostler. The fair vocalist fully sustained the reputation she had earned at previous concerts, and many regret that this is her last term at school. The choral class, under Mr. Andrews' direction, sang, without instrumental accompaniment, Mendelssohn's "In Forests Green," West's "Beware," and Roberts' "Shades of Evening," most acceptably, showing careful training by their teacher. Altogether the programme, while not too long, was such as any music-lover would appreciate.

Between the eleventh and twelfth numbers the programme was suspended for an interval to permit the presentation of the certificates awarded by the Government examiner, Dr. Albert Ham, of the Toronto Conservatory of Music, and the diploma of the Canadian Guild of Organists, which Mr. Andrews handed to Jean Chatelain, with a few appropriate words of explanation and congratulation. In the presentation of certificates, Rev. Dean Brady, of St. Basil's Church; Rev. Mr. Potts, of Grace Church; Rev. Mr. Gordon, of St. Andrew's Church, and Mr. Kilmer, Inspector of Public Schools, took part, congratulating the music teachers, Mr. Andrews, Misses Smyth and Harrington, and Mr. Ostler on the efficiency of their work as proved by the exhibition of results. The list follows:

Piano

Grade I.—Elsie Hyndman, Teresa Thompson, Stanley Fonger, Greta Lammie, second-class honours; Jos. Smith, Harry White.

Grade II.—Maud Dunlop, Alta Fitzpatrick, Lillian Hardwick, second-class honours; Gertrude James, Norah Lansdowne, Elsie Wright, second-class honours; Ion Grills, Gladys Bickerton, second-class honours; Kathryn Sells, second-class honours; Ellen Shane, second-class honours; Sparling Beach, second-class honours; Thomas Higgins, Roy Tomlinson, second-class honours; Harry Yarocki, second-class honours.

Grade III.—Doris Hawley, first-class honours; Mary O'Neill, second-class honours; Leonard Paul, Winifred Davison, Blanche Kaufman, Mary Marsh, second-class honours; Susan Miller, Muriel Stephenson, second-class honours; Harold Johnston, second-class honours.

Grade IV.—Ethel Squair, Walter Simmons, second-class honours; Esther Davidovitz, second-class honours; Geraldine McEwen, second-class honours; Sarah Stearns, Glen Graham, Mary Cuneo, second-class honours; Emma Rooke, Byron Derbyshire, second-class honours.

Grade VI.—Jean Chatelain, first-class honours.

Musical Theory

Grade III.—Doris Hawley, first-class honours; Gertrude James, first-class honours; Byron Derbyshire, first-class honours; Glen Graham, first-class honours; Leonard Paul, first-class honours.

Grade IV.—Susan Miller, first-class honours; Emma Rooke, first-class honours; Ethel Squair, second-class honours; Walter Simmons, second-class honours.

Grade V.—Mary Cuneo, first-class honours; Esther Davidovitz, first-class honours; Geraldine McEwen, first-class honours; Harold Johnston, first-class honours.

Voice Culture

Grade I.—John Cundy, first-class honours.

Grade II.—Gertrude James, Gladys Slay, second-class honours.

Grade IV.—Emma Rooke, second-class honours.

Musical Notation

Mary Cuneo, first-class honours; Esther Davidovitz, first-class honours; Alta Fitzpatrick, first-class honours; Geraldine McEwen, first-class honours; Winifred Davison, first-class honours; Jean Chatelain, first-class honours; Byron Derbyshire, first-class honours; Glen Graham, second-class honours; Walter Simmons, second-class honours; Thomas Higgins.

Rudiments of Music

Grade I.—Jessie Bell, first-class honours; Elsie Hyndman, second-class honours; Norah Lansdowne, first-class honours; Ellen Shane, first-class honours; Kathryn Sells, second-class honours; Joseph Smith, second-class honours; Greta Lammie, second-class honours.

Grade II.—Gladys Bickerton, first-class honours; Doris Hawley, first-class honours; Gertrude James, first-class honours; Blanche Kaufman; Mary Marsh, second-class honours; Susan Miller, first-class honours; Muriel Stephenson, first-class honours; Gladys Slay, first-class honours; Byron Derbyshire, first-class honours; Glen Graham, second-class honours; Thomas Higgins, second-class honours; Leonard Paul, first-class honours; Walter Simmons; Roy Tomlinson, first-class honours.

Violin

Primary.—Norah Lansdowne, Mary Marsh, Mary O'Neill, Emma Rooke, Ellen Shane, second-class honours; Leonard Paul.

Grade I.—Gladys Bickerton, Blanche Kaufman, Kathryn Sells, second-class honours.

Grade II.—Mary Cuneo, Esther Davidovitz, Geraldine McEwen, second-class honours; Susan Miller, Jean Chatelain, Harold Johnston, Walter Simmons.

The entertainment closed with the singing of "God Save the King."

October 31st, 1913, the "Keep Out of Mischief," or Hallowe'en concert was given, with a volunteer programme by the pupils, the first number being a piano selection by Roy Tomlinson, followed by:—Recitation, "The Butterfly Girl," Effie Smith; recitation, "Tale of Miss Polly-Wog-Wog," Gladys Woodcock; solo, "Patsy McGann," Olive Broad; chorus, "Trail of the Lonesome Pine," Junior Girls; recitation, "The Ghost," Greta Lammie; recitation, "A Lover's Sacrifice," Edna Tolton; recitation, "Hallowe'en Meeting," Stewart Bell; song, "Pretty Little Maiden," John Cundy; chorus, "Apple Blossom Time," Senior Girls; recitation, "Polly's Pie," Evelyn Henrich; recitation, "Oven Courtship," Alma Brunsden; recitation, "Railway Crossing," Leonard Sherman; solo, "Little Pig had done it," Gladys Woodcock; chorus, "That Old Girl of Mine," Junior Girls; recitation, "Our Parents," Muriel Stephenson; recitation, "Aunt Tabitha," Maud Dunlop; recitation, "Recognition," Valmore Landriau; solo, "La Marseillaise," Walter Lowe; chorus, "Moonlight Bay," Senior Girls; piano duet, "Galop," Susan Miller and Geraldine McEwen; recitation, "Encouragement," Blanche Kaufman; recitation, "Quarrel in the Oven," Marjorie McAuley; recitation, "Parody," Robert Richardson; solo, "When I Lost You," Gladys Bickerton; dialogue, "District School," Junior Pupils; recitation, "Day of Judgment," Winifred Davison; solo, "Towsie Mongalay," Ellen Shane; violin solo, "Lullaby," Kathryn Sells; solo, "Half Past Ten," Greta Lammie.

At an intermission in the programme, nuts, oranges and candy, thoughtfully provided by the Matron, were distributed among the pupils and properly disposed of.

Jacksonville Convention

I attended the Twelfth Biennial Convention of the American Association of Workers for the Blind at the State School for the Blind, Jacksonville, Illinois, June 24-27. The attendance was large and representative, and despite the uncomfortably hot weather and the defects of the water supply, the several sessions were most interesting and instructive. Most of the delegates arrived and were registered during the morning and afternoon of Tuesday, 24th, the first public meeting being held in the evening, at which an address of welcome was given by Robert W. Woolston, Superintendent of the Illinois School for the Blind, in the course of which, remarking that the delegates assembled represented the cause of 100,000 blind persons in the United States, he said:

> These men, women and children who have been deprived of the faculty of sight wish to be useful in the world. They want to make their contribution to the world life, so that they may feel that they have earned the right to live, that they have fulfilled their destiny. It is the task of the seeing to aid them in every way. We must help the blind to realize their ambitions, we must strive to be more efficient in the education of the children who are blind. We are striving to do these things with all our power and we assure those present that we have at heart the welfare of all the blind in America.

President Eben P. Morford, of Brooklyn, N.Y., responded in behalf of the Association of Workers for the Blind. He said:

There are occasions when it is a privilege, as well as a pleasure, to stand up and say things in response to such a hearty, sincere and cordial welcome as you have extended to the members of the American Association of Workers for the Blind this evening.

We have gathered for the purpose of discussing the pros and cons of some of the vital questions which are hourly and daily confronting us in our ministering to, and being administered unto, the members of the Kingdom of Blindom. We may have widely diverging views on many of the problems that confront us as workers, as far as details go, but in the main, fundamental facts, I feel confident that we are converging more and more, year by year, and as members of the great human family are bending all our energies in the one common direction, namely, for the uplifting and betterment of our fellow blind.

My friends, and I am speaking now direct to my fellow blind, we, the weaker half, the negative half, cannot hope to exist and progress and prosper without the aid and support of our seeing brethren, and the sooner blind people recognize and accept the fact, just that much sooner will they be enabled to accomplish something in this world that will be worth while.

The seeing public all over our land has gradually come to a realization of the fact that there are latent abilities among the blind that it is of value to cultivate. They are ready and willing to lend their hearts and hands, and give of their money to bring out these latent possibilities, and it is now up to you and me and every blind man, woman and child in this great, progressive country to do the very best that we can to make good. We cannot afford to relax our energies, or to allow ourselves to think that because we are blind, due allowance will be made for our handicap. If we wish to continue this wave of prosperity that is carrying us along on its crest, and if we wish to increase its height, length and breadth, we must exert ourselves without ceasing and the goal will be reached.

Mr. George R. Bellows, of Maryland, followed Mr. Morford with an address on "The Other Blind Fellow," illustrating by witty stories that the blind are not the only people who are abnormal.

An exceptionally good musical programme, including organ, piano, violin and vocal selections, was presented under the direction of Miss Lillian A. Smith, the blind Musical Director of the Illinois School, one of the most effective numbers being Miss Smith's own contribution, "The Cry of Rachel."

The first topic on Wednesday morning, "How can the newly blinded adult be best fitted to minimize his handicap and hold his place in the community?" was introduced by Mr. C. F. F. Campbell and exhaustively discussed, the following being a resume of the leading ideas presented:

Suggestions to those who See

1. Treat the blind, as far as possible, as if they could see.
2. Don't remind them that they are blind.
3. Don't shout at them. The loss of sight does not necessarily mean the loss of hearing.
4. Don't discuss blind people's infirmities before them.
5. Omit the topic of blindness from your conversation with the blind. Do not enumerate the feats of wonderful blind individuals whom you may have known when talking with a blind person.
6. Blindness does not affect the mental faculties, although *the disease* which causes blindness often affects the mental and physical capabilities.
7. Don't kill the blind with kindness.
8. Don't wait on the blind too much. Sometimes blind adults are clothed as if they were children by their relatives.
9. Teach blind adults to make their own toilet.
10. Men who smoke should be shown how to keep the ashes off their clothes.
11. Let the blind person do as much as possible about the house.

    Example: Mothers sometimes object to a daughter or a daughter objects to a mother helping when washing the dishes for fear that something will be broken. It is probable that fewer dishes are broken by blind housekeepers than by those who see.
12. Assign some special duty about the house for the blind to perform, and then rely on them to do it.

13. Doors should be left open or shut, *never half open.* Never leave buckets, brooms or other articles in halls, on stairs or in pathways.

14. If the blind person does not do a thing correctly, take the time to correct the mistake.

15. Be frank with the blind. They have to depend for certain things upon the sight of those with whom they live.

16. Don't ignore the presence of a blind person.

17. Be as courteous to a blind person as to one who sees. When introducing people, introduce the blind person in accordance with social requirements.

18. Do not grasp a blind person's hand and expect him immediately to mention your name. In speaking to a blind person in the presence of others always address him by name, so there may be no mistake as to whom you are speaking.

19. Upon meeting a blind person, address him at once; you should take the initiative in salutations. The facial expression to the sighted tells what the voice alone reveals to the blind.

20. Teach a blind person how to meet people.

21. Encourage them to go to the front door to receive callers.

22. Consult the blind person directly. Do not ask some other person for information that can be given immediately and more correctly by the sightless individual.

Example: Do not talk over the blind person's head with a neighbour who can see with regard to whether he will have salt or sugar upon his food.

23. When assisting a blind person at the table do so quietly, without calling attention to the assistance that you are giving.

24. When a room is filled with guests, and a blind person is escorted to the piano, do not slip into his seat while he is gone.

25. When writing at dictation for a blind person, don't offer suggestions unless asked for them.

26. When walking with a blind person, as a general rule, let the blind person take *your arm.* Don't push him ahead of you. Think how uncomfortable you would be if, with your eyes blindfolded, you were pushed over unknown ground. The confidence you might have had in your guide at first is rudely jarred with a stunning introduction to a lamp post, a tree, a letter-box, a water plug or a sudden step down.

27. When walking with a blind person be eyes for him, not only in directing his footsteps, but in speaking of things that you see and which are of interest to you.

28. When boarding a street car the most important thing for the blind person is to find quickly and inconspicuously the vertical hand rail at the side of the car. The easiest way to manage this is for the guide to enter first.

29. Encourage blind men to carry a light walking stick, not for tapping on the sidewalk, but rather as an extended hand to give him immediate warnings of things unseen.

30. The blind enjoy being read to, a good concert and a first-class play. Chess, checkers, dominoes, cards, etc., are possible and much enjoyed by those who have procured the devices that are made for the use of the blind when playing with those who see.

31. If, when sighted, he was fond of reading, encourage efforts to learn an embossed type to be read with the fingers. A sighted person can teach a blind person without difficulty.

Suggestions to the Blind

1. Do everything each day as nearly as you used to do previous to the loss of sight.

2. You cannot be too particular about your personal appearance. If you know that your eyes are disfigured, wear ground or smoked glasses. Avoid mannerisms. Cultivate a fine bodily poise; this depends upon an erect carriage, which results from keeping the shoulders back and chin up.

3. When a person offers to assist you accept the assistance graciously and with a smile. If you must decline, do so courteously and in a way that will not make that person hesitate to offer aid to you or to someone else at some time when assistance is needed.

4. Take every opportunity to mingle with seeing people, socially as well as in business. Cultivate their acquaintanceship and friendship.

5. When in society take part in conversation unobtrusively, but in such a manner as to make your personality agreeably felt.

6. Always look at the person with whom you may be conversing.

7. Get into direct and frequent communication with those who have lost their sight and adjusted themselves to the changed conditions.

8. You must of necessity depend upon seeing people for many things, no matter how capable you are and how successful you have become, but because you must have

such assistance do not allow the habit to grow upon you to make unreasonable and burdensome demands upon those who are near and dear to you.

9. Remember that whenever you undertake to do a thing, and you make a mistake, usually it will be attributed to your blindness. This is unjust, but nevertheless a fact. The only way it can be averted is to do everything with the utmost care. Carelessness which is unnoticed in the sighted becomes conspicuous in the blind.

In General

Don't exalt or condemn the blind as a whole because you are acquainted with some particular blind individual. Give every blind person an opportunity to prove his ability. Those who are acquainted with the blind who have had the advantages of an early training in a school are apt to expect too much of adults who lost their sight after school age.

Other topics of interest were: "Granting that pecuniary relief is necessary for some blind people, how may this need be met best?"

"Libraries for the Blind;" "Inaugurating work for the adult blind;" "Specific training for the field-worker;" "Educating blind children in schools for the seeing;" "In what pursuits can the blind be employed with the seeing?" "Problems of workshops and industrial homes."

Mr. J. F. Bledsoe, Superintendent of the Maryland School for the Blind, introduced the topic, "How can we emphasize the serious and economic problems involved in the intermarriage of the blind?" In the course of his speech, Mr. W. I. Scandlin, of Brooklyn, himself blind, ventured to suggest that, when both parents were blind, the house was not likely to be kept clean, nor the children to be well brought up, whereupon a blind delegate, whose wife is also blind, entered an emphatic denial of the proposition, inviting the whole convention to come to his house and see if the place was not clean and the children as well reared as other people's children.

"How the School for the Blind helped me most and how it might have helped me more," was discussed by blind men and women who have graduated from different schools.

The first to speak was Claron L. Shafer, lecturer for the Ohio Commission for the Blind. Mr. Shafer is a blind man of much ability, being able to operate his own stereopticon. He said in part:

"It seems to me the best way to tell you is to let you know what my impressions were when I became blind at the age of thirteen. Up until this period of my life, all I knew of blind people was what I had read and the pictures I had seen. And both reading and pictures gave me the impression that all blind people were helpless and dependent on charity. My parents knew no more about the blind than I did. They, like many others, had never been brought face to face with the question. Therefore, as I entered upon my existence as a blind boy, I was confronted with the idea that the rest of my days were to be spent in ignorance and dependence. I fretted for a time, but I soon felt my independent spirit breaking. My father, one day, in order to give me a little diversion, took me with him to the county seat, and there we met Mr. Bouhrer, who is now director of the music department in the School for the Blind of Colorado. He told us of the school at Columbus, and within three weeks I was a pupil there. Neither I nor my parents knew what was before me, but we were willing to venture. I wish to say to this audience that the first month in the Ohio School for the Blind changed my whole life. I there saw the world in a new light, and discovered that even though deprived of my sight, I could continue my education. This thought stimulated my whole nature, and when I returned to my home at the end of the term my parents found me planning for the future as in former days."

Mr. Shafer was followed by Miss Minnie Hicks, instructor in the Maryland School for the Blind. Miss Hicks told of her experiences as a child when, recently blinded and thinking that there was for her no more sunshine in life, she was cheered by a group of merry blind children who were making the walls of the institution resound with their happy laughter.

Miss Fannie Kimball, state home teacher of Rhode Island, said that her school had

done so much for her that she did not wish to speak a word of criticism, but that if she were going to find fault, it would be regarding the lack of purpose of many schools. They should specialize teaching such subjects as domestic science, for instance.

Miss Adelia M. Hoyt, of Iowa, told how her life in school changed her from a delicate and timid child to a responsible and efficient woman. Miss Hoyt is the author of "After Graduation," showing what a blind child can do if it only has the opportunity.

M. M. Caronzik, instructor, Maryland School for the Blind, told of his early life in Russia and later struggles as a blind immigrant boy in America.

Mrs. G. E. Owens followed with the remarkable record of her experiences as a blind teacher of music to seeing children. She taught music in the public schools of Geneva and Exeter, Neb., for eight years.

Miss Geneva Caufield, of Pennsylvania, closed the talks by graduates of blind schools. Miss Caufield is studying Japanese preparatory to going to Japan as a teacher in 1914. She will take a course in Columbia University before leaving the United States.

The report of the Uniform Type Committee, which showed the results of much careful labour, was modified before adoption, after full discussion. Since the first practical type for the blind was invented in France by Valentine Hauy, in 1784, many tangible alphabets have been devised, but for one reason or another, only four of these types are now in general use. These are the Moon type, which cannot be used for manuscript purposes; the French or British Braille, a point system invented in 1829 by Louis Braille, and now generally used in Europe; the New York Point, invented in 1868 by Mr. Wm. B. Wait, Superintendent of the New York City School for the Blind, now used in the majority of the Schools for the Blind in the United States, and the "Revised" or American Braille, arranged by Mr. J. W. Smith, ten years later, upon the principle of the frequency of recurrence of the letters. A considerable library has been published in each of these systems. The wastefulness of duplicating books in different systems and the inconvenience of having to learn two or three different types have been generally recognized; hence a committee was appointed in 1905 "to investigate the various forms of tactile print, and to labour for the adoption of some one universal system."

The following report was submitted to the Convention at Jacksonville:

Your committee, in pursuance of the instructions received by it from the association, has found from its experimentation that each of the several punctographic systems now in use is seriously defective, and therefore your committee does not feel justified in recommending the adoption of any of them as a whole.

As the British Braille, the American Braille and the New York Point systems each in its own peculiar way present distinct advantages, your committee feels bound to embody as many of the advantages and exclude as many of the defects of each system as possible.

Therefore, in view of the results of the investigations of your committee, and the conclusions inevitably drawn therefrom,

Be it resolved, that we recommend to the American Association of Workers for the Blind:

1. That the association adopt, for itself officially and individually, and take all measures to secure the adoption by publishing houses, educational institutions, libraries, etc., for the blind, in this country and abroad, of:

(*a*) The British Braille alphabet and the American Braille capital prefix, with such modifications, if any, as shall be in accordance with the findings of your committee, and that the development of the complete system be in harmony with the principles of three level, variable-base and frequency of recurrence, the system to be known as the Standard Dot System.

(*b*) That the dimensions of the characters in this system shall exceed a minimum of eighty thousandths of an inch from center to center of dots, both vertically and horizontally.

2. That experiments and tests shall be made in diacritical, musical, mathematical and other scientific notations, including third and fourth base characters, and in scale of type, and that the ultimate results of such investigations shall be incorporated as a part of the Standard Dot System, this work to be conducted under the direction of the uniform type committee.

3. That the uniform type committee be continued with a membership of seven, and instructed to carry on its work as outlined in this report.

4. That a fund of ten thousand dollars be raised and placed at the disposal of the committee for use in the prosecution of its work, and that a committee of the association be appointed to raise this amount.

5. That your committee be authorized to publish, from time to time, prior to the next convention, its findings and recommendations.

In the Braille type the dots appear on three lines, in the New York point on two lines only. Many of the delegates could not see their way to approve the general adoption of the three-level system, even with the variable base, so the following resolutions were finally unanimously adopted:

Inasmuch as we feel the eminent desirability of a uniform system of printing and writing for the blind, and in view of the extensive work reported by the uniform type committee, which is as yet in an incomplete form, be it resolved,

1st. That we endorse the plans of work of the committee, and authorize it to proceed along the lines authorized in its report, publishing from time to time statements of its progress and looking forward to a report to our next convention embodying the definite assignments of characters in such a system.

2nd. That the uniform type committee be continued with a membership of seven.

3rd. That a fund of $10,000 be raised and placed at the disposal of the committee for use in the prosecution of its work, and that a committee of the association be appointed to raise this amount.

By this action the convention went on record as endorsing the work of the committee in their efforts to solve the type question and expressed themselves as in favour of extending the time and providing means for further investigation. It is hoped in the two years which will elapse before the next convention that the committee will have worked out a definite system which will commend itself to all those interested in the subject.

Books added to the Circulating Library

Familiar Hymns, W. Bowles.
Self Culture, G. H. Palmer.
A Man's Faith, W. T. Grenfell.
Tom Sawyer, Mark Twain.
Through the Looking-glass, L. Carroll.
Æsop's Fables, Rev. T. James.
Dairyman's Daughter, L. Richmond.
Pilgrim's Progress, J. Bunyan.
Wonderbook, N. Hawthorne.
Silas Marner, G. Eliot.
Adventures in Wonderland, L. Carroll.
Sara Crewe, F. H. Burnett.
Mahomet, W. Irving.
Joan of Arc, T. de Quincey.
Fairy Stories, J. Baldwin.
Molly Make Believe, E. H. Abbott.
That Preston Girl, N. Rhoades.
Child's Garden of Verse, R. L. Stevenson.
The Buller-Poddington Compact, F. R. Stockton.
Correct Training of a Blind Child, H. Keller.
The Perfect Tribute, M. R. S. Andrews.
Lullaby Land, E. Field.
Gareth and Lynette, A. Tennyson.

New readers since last report, numbered 12. Forty-six persons took out books during that time. Number of books issued, 325. Total number of readers on the roll, 188. Total number of books issued from the library, 2,683.

Farm and Grounds

During the year the line of the Lake Erie and Northern Railway has been run through that portion of the school farm adjacent to the Grand River. I recommend that a considerable tract of farm land from the railway to near the foot of the hill be sold for building lots, thus giving opportunity for the improvement of the portion from the Woodyatt property to Dufferin Avenue. This property is of no advantage for school purposes, and with the poor soil, dear and inefficient labour, and contiguity of the city, there certainly is no profit in trying to farm it.

I have the honour to be, Sir, your obedient servant,

H. F. Gardiner,
Principal, O.S.B.

Brantford, November, 1913.

PHYSICIAN'S REPORT

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—I have the honour to present my annual report for the year ending October 31st, 1913.

The health of the officers and pupils has been fully up to the average throughout the year. There have been the usual petty disturbances to deal with constantly, due chiefly to constitutional weakness of pupils and to imperfect ventilation of the dormitories. It will be a great boon to the school when the new dormitory building is opened, both in giving pupils ideal sleeping apartments and also in making room in the main building for recreation rooms and a proper sick room, which latter particularly has been greatly needed.

Officers and pupils alike deeply regret the death of the late W. N. Hossie, who for many years was Bursar of the School. He will be kindly remembered as well by many ex-pupils for his many sterling qualities and enthusiastic interest in all of the affairs of the School.

The pupils returned in September in excellent health.

I have the honour to be,

Sir,

Your obedient servant,

J. A. MARQUIS,

Brantford, November, 1913.

OCULIST'S REPORT

To HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—I have the honour to report the result of the annual examination of the pupils' eyes.

Number Examined

	New Pupils	Old Pupils	Total
Boys.....	6	16	22
Girls.....	8	24	32
	14	40	54

The sight of the new pupils with the exception of one or two eyes is very bad, several being limited to the power of distinguishing light from darkness, and one not even that much sight, being always in total blindness. One pupil has considerable sight in one eye, but not enough to make it advisable for him to try to obtain an education in a public school.

The diseases responsible for their blindness are:

Retinitis Pigmentosa	2
Congenital Cataract	2
Irido Cyclitis	1
Congenital Coloboma	1
Optic Atrophy and Choroiditis	1
High Myopia	2
Ophthalmia Neonatorum	4
Powder Explosion	1

The last two diseases are classed with the causes of Preventable Blindness. The case due to powder explosion is a young adult with one eye removed and the other perceives light only. The four cases of Ophthalmia Neonatorum are all girls. As there are only four other new girls entering, this is a very high percentage for this disease, as it is also for all the new pupils—both boys and girls, 28 per cent.

The rest of the diseases are mainly congenital and need no comment.

The sight of the pupils examined before, as found this year, compares with last year as follows:

Slightly improved	10
Slightly worse	6
The same	24

My services were required for only a few cases during the year, and none of these were very serious, being recurrences of old eye troubles, and one a sub-acute condition in the ears causing deafness which yielded to treatment.

Respectfully submitted,

B. C. Bell.

Brantford, October 31st, 1913.

LITERARY EXAMINER'S REPORT

To the Honourable R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to submit herewith my report upon the literary work at the Ontario School for the Blind, for the academic year 1912-13. The examinations were conducted June 3, 4, 5 and 6. The following is a detailed statement of results:

Mr. Wickens' Classes

Bible History.—This class of 21 pupils had a very complete understanding of the work prescribed, viz., Captivity of Judah; History of Daniel and Esther; Intermediate history between Old and New Testaments. Average mark 88½.

Spelling.—The work covered was Grade 6 of the Ontario Public School Speller and the results were better than obtained in ordinary classes where pupils have sight.

Geography.—The pupils had studied the geography of the Continent of Africa; its physical features, coast line, products, cities, countries, etc. The dark continent is evidently not as interesting to blind pupils as the others are, as the average mark was 67½.

Physiology.—The limit covers a general knowledge of the human body, with a detailed study of the nervous system and the special senses. The pupils are interested in this subject and showed a comprehensive study of limit, averaging over 90 per cent.

Arithmetic.—The limit with this class is fractions, and problems based on fractions. This class was hardly up to the standard of those of former years. Two pupils were evidently beyond their limit. Average mark 60½.

Reading.—This class of eleven pupils were reading from the Ontario Public School Third Reader and read with considerable expression and good articulation. All appeared, when questioned, to have an intelligent understanding of the selections read.

Latin.—This class was divided into two sections, section A reading chapters 21-36 of Caesar's Commentaries, Book I, in addition to the grammar taken by section B. All the pupils were familiar with the limit of work, the average mark being 87.

Mr. Roney's Classes

Arithmetic.—Limit, addition, subtraction, multiplication (table 12 to 20), problems. The average mark was 77, and pupils with one exception were well graded.

Geography.—Limit, general geography of Canada. This limit proved rather long for the year's work; however, the results were good, the average mark being 68.

Physiology.—The limit embraces the first 115 pages of the Ontario Public School Physiology. This class of thirteen was familiar with the work and was well graded. The average mark obtained was 80.

Reading.—This class of thirteen pupils had read the Ontario Public School Primer and First Reader. The pupils read with expression.

Grammar.—A class of sixteen pupils took an average mark of 82 on Part I of the Ontario Public School Grammar.

Writing.—This class of seventeen pupils had learned to write the capitals, small letters and sentences. Although the writing is necessarily very angular, it is very plain and easily read.

Physical Culture.—Mr. Roney takes physical exercises with the girls of the school. I saw some fifteen exercises performed, some to count and some to the accompaniment of music. Great accuracy and precision of movement were obtained and the exercises were well chosen. A splendid exhibition of skipping was given.

Miss Kavanagh's Classes

Bible History.—The limit embraces Age V. of the Old Testament. The class consists of eleven pupils, all of whom were exceptionally well acquainted with the work prescribed.

Spelling.—Limit, Grade 4 of the Ontario Public School Speller. As with the other classes in spelling, this one did well, averaging over 90 each. It is to be regretted that pupils with sight do not learn to spell as well as blind pupils.

Arithmetic.—This class of twelve pupils averaged 80 per cent. on a test of eight questions on percentage and its applications.

Geography.—The limit covered in this class involves the boundaries, counties and county towns, railway routes, etc., of the Province of Ontario. The class did well and it was interesting to see the detail each pupil had learned about his own county.

Reading.—The pupils read the Ontario Public School Second Reader. This class was no exception and all the seventeen pupils read with considerable expression. When questioned on the text, they showed an understanding of the selections read.

Grammar.—Limits, parts of speech, inflections and parsing. The class of sixteen were well up and took an average mark of 80.

Writing.—This class of fourteen contained pupils in various stages of advancement, some learning and others writing well.

Object Lessons.—The limit involves the study of a variety of objects, the knowledge being obtained chiefly by observation. This class proved one of the

most interesting ones that I examined and some interesting information was obtained from the pupils. It is interesting to see how the loss of one sense stimulates the others.

Miss Stobie's Classes

Bible History.—Limit, Book of Acts, studying chiefly the life and work of St. Paul. Memorized Ephesians, chap. vi., First Corinthians, chap. xiii., St. Paul's address on Mars' Hill, Acts, xvii, 22-31. The class were very familiar with the work and averaged 82 per cent.

Spelling.—Limit, Grade 8 of the Ontario Public School Speller. A class of twenty-six averaged 88 per cent.

Arithmetic.—Limit, multiplication table (20 x 20); L.C.M.; G.C.M.; division; multiplication; tables of weights and measures with problems based on same. This class of seventeen pupils was not as well graded as in other subjects and the result of a test on five questions varied from 20 to 100, with an average of 66½.

Geography.—Limit, general geography of the United States, Mexico, Central America and the West Indies. In this class of thirteen all did well except two pupils. Average 74 per cent.

Physiology.—Limit, bones, muscles, skin, digestion, circulation. This subject, as in other classes, is popular with the pupils and good results were obtained. Average 88 per cent.

Literature.—This limit covered a wide range of poems by Coleridge and Wordsworth, in addition to Shakespeare's Henry IV, Part I. Many poems were memorized. The pupils answered well and showed that they had a good appreciation of the several poems.

Composition.—A variety of historical, descriptive and original subjects formed the basis of the compositions submitted by this class of twenty-one pupils. Original subjects treated by Misses Hepburn, Catling and Squair were particularly good, but the best work submitted was an original poem by Miss Winifred Davison.

Grammar.—Limit, verb, adverb, preposition, conjunction, interjection; analysis; parsing of foregoing parts of speech. The class was well up in the work, and averaged 82 per cent.

Writing.—Limit, alphabet in the small letters. This class has not been as long at the work as others, but shows evidence of attention to the subject.

British History.—Limit, Edward I. to Henry VIII. This large class of twenty-six pupils were all familiar with the limit of work except two who have recently come to the school. Average 76 per cent.

Canadian History.—Limit, Frontenac to the Fall of New France as outlined in the Ontario Public School History. The same two pupils mentioned above were backward and the remainder, while doing well, were not as familiar with the subject matter as in the case of the English History. Average 63 per cent.

Miss Middlemiss' Classes

Bible History.——Limit, Ten Commandments; Beatitudes; Lord's Prayer; Psalms xxiii, c., cxxi; Life of Joseph; Books of the Old Testament. In this class of twelve were some that have not been long at school, and that, as a result, have not covered the course. Good progress, has, however, been made; older pupils did well.

Spelling.—Grades 1 and 2 of the Ontario Public School Speller. This class of sixteen did well, except the beginners mentioned above, that have not covered the course. Average 79 per cent.

Arithmetic.—Limit, addition, 1 to 13; simple subtraction; multiplication, 1 to 6. This class of eleven, with one exception, showed that good progress was made. Average 84 per cent.

Reading.—Limit, Six point-print cards; Ontario Public School Primer. In this class of seventeen are five beginners. All read very well except the five that are not yet familiar enough with the point print to read much.

Kindergarten.—A variety of kindergarten work is covered, *e.g.,* sewing, folding, weaving, blocks (gifts 1 to 5), pasting, clay-modelling, etc. In this work, as in the Object Lesson class, it is interesting to see the accuracy with which the pupils do their work and the interest which they take in it.

Miss Haycock's Classes

Bible History.—Limit, principal characters from Genesis to Judges. As with the other classes in this subject, the pupils of this class showed great proficiency. They like the subject and are interested in it.

Spelling.—Limit, Grade 3, Ontario Public School Speller. Three pupils of this class are hardly up to the standard of the class. They find the work rather too difficult. However, the class averaged 82 per cent., which was very good.

Knitting and Crocheting.—The girls become quite skilful in this work and the array of work done in a variety of patterns and stitches that was shown me, reflects credit not only on the pupils but the teacher. The girls have a variety of shawls, slippers, coats, centrepieces, bags, mittens, gloves, etc., ready to take home with them at the close of the term as presents to parents and friends. I am sure these will be appreciated both for their utility and as evidences of the progress of the pupils.

Miss Cooper's Classes

Hand Sewing.—Thirty-three girls receive instruction in hand sewing, and thirty-one in machine sewing. This work is of great use to pupils. All the plain sewing of the school is done by the pupils. A variety of work was exhibited in dresses, waists, aprons, corset-covers, night-robes, chemises, work-bags, pillow-cases, sheets, towels, etc. Some fine work in insertion, embroidery, lace and tucking was shown.

Darning.—Seventeen girls do darning in a very creditable manner.

Domestic Science.—This important subject is limited to eight of the older girls, owing to lack of accommodation. When the new buildings are completed, it may be possible to give more space for this work. I sampled a specimen of cake and some cocoa made during my visit and must say that it was well made.

Miscellaneous

Bead Work.—Thirty-one pupils receive instruction in bead-work under Miss Cronk. A variety of interesting articles was exhibited. This forms a pleasant way for blind children to employ their spare time and at the same time serves as a means of earning some pin money.

Willow-work.—This is a decidedly interesting form of work for boys, and the skill shown in their work is really wonderful. This is a kind of work at

which blind boys can make a remunerative wage. It is a source of satisfaction to know that Mr. Donkin intends continuing his field work in this department during the summer with the adult blind of the Province. He hopes to establish a centre at which the product of these pupils can be sold advantageously. A fine exhibit of work will be shown at the Toronto Exhibition.

Sloyd and Hammock Work.—This department is in charge of Mr. Lambden who is doing good work. While the former does not seem to be of economic value to pupils, it is interesting to see what they are capable of producing. The hammock-making is valuable and a source of livelihood for the boys. Some splendid specimens of work were shown.

Physical Training for Boys.—This work is in charge of Mr. Green, and great credit is due him for the results obtained with the boys. I witnessed about twenty exercises with the bells, parallel bars, horse, etc. I should not like to undertake some of the work which the boys did successfully, as I fear the results would not be as good.

Notes

1. The school press still continues to produce more books in point that are authorized for use in the Public Schools of the Province.

2. It is satisfactory to note that the new dormitory for the girls is about completed and it is to be hoped that a similar one will be erected for the boys.

3. Miss Middlemiss, who has been appointed to the Kindergarten staff since my last visit, has her work well in hand and is making good.

All the foregoing is respectfully submitted.

E. E. C. Kilmer, B.A.,
Inspector of Brantford City Schools,
Examiner.

Brantford, June 13th, 1913.

REPORT ON MUSICAL INSTRUCTION

To the Honourable R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour of submitting my report as examiner of the Music Department, at the Ontario School for the Blind, at Brantford. The examination on which this report is based was held on June 11th and 12th, and included the following subjects:—Piano, Violin and Organ playing, Singing and Voice culture, Choral class work and the Theory of Music (Rudiments, Harmony, Counterpoint and History). Forty-four pupils were presented in Piano, two in Organ, twenty in Violin playing, four in Solo singing and thirty-five in Theoretical subjects.

Piano.—Of the four elementary pupils—mere beginners—two were good and two fairly promising.

In Grade 2, fifteen pupils "passed" and nine reached the honour standard.

Good results were shown in Grade 3; four pupils passed, four gained honours, and one first-class honours (80 marks).

In Grade 4, four passed, four reached the honour standard and one obtained first-class honours.

In Grade 6, the one candidate did excellently, gaining a first-honour place, with 80 marks.

The work at this examination, displayed by the several piano classes, was a decided advance in style, technique and expression on that of the past few years. Some of the students exhibited unusual ability, and they bid fair to reach a high standard of efficiency as performers and teachers.

It affords me great pleasure to congratulate the teachers, Mr. W. Norman Andrews (Musical Director), Miss Smyth and Miss Harrington, on the highly creditable result of their efforts.

Organ.—Two candidates were examined in Organ playing, both of whom showed natural aptitude, and, with further systematic study, they should make good performers. Special mention should be made of another student, who has finished the Organ course of the School, and who has, under Mr. Andrews' guidance, gained the Diploma of Associateship of the Canadian Guild of Organists, a distinction which demands technical efficiency, as well as considerable Theoretical knowledge.

All four pupils in Solo singing were successful; the results were as follows:—In the first Grade one gained honours; in Grade 2 one passed and one gained honours; in Grade 4 one gained honours.

I noticed with approval that considerably more attention is being paid to correct Voice production than has ever been the case hitherto.

Violin.—Some two years ago I ventured to suggest that a Violin course should be added to the existing music curriculum. This has now become an actual fact. Under the able tuition and guidance of Mr. Ostler a capital start has been made and much good, sound work accomplished. Of twenty pupils, some seven or eight performed their studies—scales and little pieces—with good tone and generally careful bowing.

In the Primary Grade six passed, one was placed in the first class, two failed.

In Grade 1 two passed and one reached the honour standard.

In Grade 2 six passed and one gained honours—quite a satisfactory start.

In the Theory of Music, a branch which is entirely in the hands of the able Musical Director, twenty-one pupils took the examination in Rudiments, Grades 1 and 2. Three passed, six gained honours and twelve were placed in the first class.

In Harmony, Counterpoint and History there were fourteen candidates, all of whom passed—eleven in the first class. In both Harmony and in two and three-part Counterpoint there is a marked improvement. In the subject of Musical History more attention might be given to the important works of the various composers, and their influence on the development of music generally.

Upwards of fifty pupils took down the notes of a part-song in Point print, read from ordinary music type by the Principal, Mr. H. F. Gardiner; the majority of these obtained 90 per cent., and some reached the maximum number of marks; two only failed. I was much impressed with this, and here I should like to mention the invaluable assistance that the Principal is rendering, in personally making Point print copies of many of the songs, hymns and instrumental exercises used in the school.

An important move in the right direction has been made by the Director of Music by introducing a test for giving the equivalent of Point print characters in ordinary music notation. This is obviously of immense value to all blind students who wish to become teachers in the future. Of the ten pupils who were tested in this section, all except one gained 80 per cent. and over.

The Choral Class, which now numbers about forty voices, is doing capital work under Mr. Andrews' direction. I listened to several unaccompanied numbers by Mendelssohn, Varley, Roberts and J. E. West, with infinite pleasure. The chorus is well balanced and the tone quality and mode of breathing were distinctly good. A marked improvement also was evident in the important points of pronunciation, enunciation and expression.

Piano Tuning and Regulating.—The tuning class is making first-rate progress under the excellent training of Mr. Usher. I found among the seniors several good tuners, and these were apt at regulating the mechanism of a piano.

Before closing my report I wish again to offer congratulations to the Principal and Staff of the Music Department on the solid and real progress made, and on the work which has been accomplished since 1912.

I have the honour to be,

Sir,

Yours most obediently,

ALBERT HAM, *Mus. Doc., F.R.C.O.*

Toronto, June 14th, 1913.

Ontario School for the Blind

STATISTICS FOR THE YEAR ENDING 31st OCTOBER, 1913

I.—Attendance

——	Male	Female	Total
Attendance for portion of year ending 30th September, 1872..	20	14	34
" for year ending 30th September, 1873.....	44	24	68
" " " 1874.....	66	46	112
" " " 1875	89	50	139
" " " 1876.....	84	64	148
" " " 1877.....	76	72	148
" " " 1878.....	91	84	175
" " " 1879.....	100	100	200
" " " 1880.....	105	93	198
" " " 1881.....	103	98	201
" " " 1882..... ...	94	73	167
" " " 1883.....	88	72	160
" " " 1884.....	71	69	140
" " " 1885.....	86	74	160
" " " 1886.....	93	71	164
" " " 1887.....	93	62	155
" " " 1888.....	94	62	156
" " " 1889.....	99	68	167
" " " 1890.....	95	69	164
" " " 1891.....	91	67	158
" " " 1892.....	85	70	155
" " " 1893.....	90	64	154
" " " 1894.....	84	66	150
" " " 1895.....	82	68	150
" " " 1896.....	72	69	141
" " " 1897.....	76	73	149
" " " 1898.....	74	73	147
" " " 1899.....	77	71	148
" " " 1900.....	77	67	144
" " " 1901.....	72	66	138
" " " 1902.....	68	70	138
" " " 1903.....	67	64	131
" " " 1904.....	68	66	134
" " " 1905.....	67	74	141
" " " 1906.....	71	76	147
" " " 1907.....	72	72	144
" " " 1908.....	71	68	139
" " " 1909.....	72	70	142
" " 31st October, 1910.....	77	67	144
" " " 1911.....	76	61	137
" " " 1912.....	69	55	124
" " " 1913.....	62	62	124

II.—Age of Pupils

——	No.	——	No.
Five years.....	1	Seventeen years.....	11
Six "	1	Eighteen "	9
Seven "	0	Nineteen "	13
Eight "	2	Twenty "	7
Nine "	3	Twenty-one "	7
Ten "	7	Twenty-two "	3
Eleven "	6	Twenty-three "	3
Twelve "	10	Twenty-four "	2
Thirteen "	9	Twenty-five "	0
Fourteen "	9	Over twenty-five years	6
Fifteen "	7		
Sixteen "	8	Total	124

III.—Nationality of Parents

—	No.	—	No.
American	4	Swedish	1
Canadian	59	Russian	.....
English	42	Scotch	6
Irish	6	Unknown	1
Italian	1	Welsh	1
Galician	1		
German	1	Total	124
Hungarian.	1		

IV.—Denomination of Parents

—	No.	—	No.
Christadelphian	1	Salvationist	1
Christian Science	1	Lutheran	1
Baptist	5	Jewish	1
Disciples	1	Greek Catholic	1
Episcopalian	37	Unknown	1
Methodist	35	United Brethren	1
Presbyterian	21		
Roman Catholic	17	Total	124

V.—Occupation of Parents

—	No.	—	No.
Accountant	1	Manufacturers	4
Agents	2	Machinists	3
Bar-tender	.....	Mason	.....
Barbers	3	Merchants	4
Bricklayer	1	Moulders	1
Butcher	1	Miners	2
Cabinetmaker	1	Painters	4
Carpenters	7	Printer	.....
Carter	1	Plasterers	2
Caretaker	1	Sheet metal worker	1
Drayman	1	Policemen	3
Dairyman	1	Sailor	1
Electrician	1	Shoemaker	1
Engineers	3	Railway employees	3
Farmers	26	Stone cutter	1
Firemen	3	Tailor	1
Fisherman	1	Teamster	1
Gardeners	2	Tinsmith	1
Government officer	1	Tuners	2
Fruiterer	1	Unknown	2
Hackman	1	Wheelwright	1
Jeweller	1		
Labourers	25	Total	124
Lawyer	1		

VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1913

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma	1	1	2	County of Northumberland	1	....	1
City of Belleville	....	....	....	" Ontario	1	4	5
County of Brant	....	1	1	City of Ottawa	5	5	10
City of Brantford	1	2	3	County of Oxford	....	2	2
County of Bruce	2	1	3	" Perth	....	1	1
" Carleton	....	1	1	City of Peterborough	....	....	....
" Dufferin	....	....	....	County of Prince Edward	....	....	....
" Durham	1	....	1	" Prescott	1	....	1
" Elgin	....	....	....	" Russell	....	2	2
" Essex	....	2	2	City of St. Catharines	....	1	1
" Glengarry	....	1	1	" Stratford	....	....	....
" Grey	1	1	2	County of Simcoe	1	1	2
City of Guelph	....	2	2	" Stormont	....	1	1
County of Haldimand	....	....	....	City of Toronto	10	7	17
" Haliburton	....	....	....	County of Victoria	1	....	1
" Halton	....	....	....	" Waterloo	....	....	....
City of Hamilton	4	5	9	" Welland	1	....	1
County of Hastings	1	....	1	" Wellington	....	....	....
" Huron	2	3	5	" Wentworth	....	1	1
" Kent	....	3	3	" York	2	1	3
" Lambton	3	2	5	District of Parry Sound	2	....	2
" Leeds	3	1	4	*Saskatchewan	4	1	5
" Lanark	1	....	1	*Alberta	2	....	2
City of London	1	1	2	*Manitoba	3	3	6
County of Middlesex	....	1	1	*British Columbia	4	....	4
District of Muskoka	....	2	2	*Quebec	1	....	1
District of Nipissing	2	....	2				
County of Norfolk	....	2	2	Total	62	62	124

* On payment.

VII.—Cities and Counties from which pupils were received from the opening of the School till 31st October, 1913

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma	8	4	12	County of Haldimand	4	5	9
City of Belleville	4	1	5	" Haliburton	1	....	1
County of Brant	9	8	17	" Halton	7	3	10
City of Brantford	17	12	29	City of Hamilton	18	23	41
County of Bruce	9	12	21	County of Hastings	6	5	11
" Carleton	2	2	4	" Huron	14	13	27
" Dufferin	2	1	3	City of Kingston	7	4	11
" Dundas	3	3	6	County of Kent	10	8	18
" Durham	4	4	8	" Lambton	20	8	28
" Elgin	7	6	13	" Leeds	15	5	20
" Essex	14	22	36	" Lanark	4	4	8
" Frontenac	5	3	8	" Lennox	4	1	5
" Glengarry	8	1	9	" Lincoln	3	3	6
" Grenville	2	2	4	City of London	12	11	23
" Grey	10	12	22	District of Nipissing	7	4	11
City of Guelph	4	4	8	County of Middlesex	10	13	23
				District of Muskoka	3	3	6

VII.—Cities and Counties from which pupils were received from the opening of the School till 31st October, 1913—Continued

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Norfolk	11	10	21	County of Stormont	5	1	6
" Northumberland	6	9	15	City of Toronto	70	51	121
" Ontario	8	13	21	County of Victoria	8	2	10
City of Ottawa	24	7	31	" Waterloo	12	5	17
County of Oxford	8	13	21	" Welland	9	5	14
" Peel	2	1	3	" Wellington	10	8	18
" Perth	5	10	15	" Wentworth	10	10	20
" Peterborough	13	5	18	" York	21	16	37
" Prince Edward	7	2	9	District of Parry Sound	3	....	3
" Prescott	4	....	4	*Province of Quebec	5	1	6
" Renfrew	8	6	14	*Saskatchewan	6	5	11
" Russell	5	3	8	*British Columbia	5	....	5
City of St. Catharines	2	2	4	*Manitoba	5	4	9
" St. Thomas	3	2	5	*Alberta	3	3	6
" Stratford	3	1	4	*United States	1	....	1
County of Simcoe	13	11	24		549	415	964

*On payment.

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1913

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma	1	1	2	County of Ontario	1	4	5
City of Belleville	....	....	....	City of Ottawa	5	3	8
County of Brant	....	1	1	County of Oxford	....	1	1
City of Brantford	....	2	2	" of Perth	....	1	1
County of Bruce	2	....	2	City of Peterborough	....	....	....
" Carleton	....	1	1	County of Prince Edward	....	....	....
" Durham	1	....	1	" Prescott	1	....	1
" Elgin	....	....	....	" Russell	....	1	1
" Essex	....	2	2	City of St. Catharines	....	1	1
" Glengarry	....	1	1	" Stratford	....	....	....
" Grey	....	1	1	County of Simcoe	1	1	2
City of Guelph	....	2	2	" Stormont	....	....	....
County of Haliburton	....	....	....	City of Toronto	6	4	10
City of Hamilton	4	4	8	County of Victoria	....	....	....
County of Hastings	1	....	1	" Waterloo	....	....	....
" Huron	2	3	5	" Welland	....	....	....
" Kent	....	3	3	" Wellington	....	....	....
" Lambton	3	2	5	" Wentworth	....	1	1
" Leeds	3	1	4	" York	2	....	2
" Lanark	1	....	1	District of Parry Sound	2	....	2
City of London	1	....	1	Quebec	1	....	1
County of Middlesex	....	1	1	Manitoba	1	3	4
District of Muskoka	....	2	2	Saskatchewan	4	1	5
" Nipissing	2	....	2	Alberta	2	....	2
City of Niagara Falls	....	....	....	British Columbia	3	....	3
County of Norfolk	....	1	1				
" Northumberland	1	....	1	Totals	51	49	100

Ontario School for the Blind

MAINTENANCE EXPENDITURE FOR THE YEAR ENDING 31st OCTOBER, 1913, COMPARED WITH THE PRECEDING YEAR

Item	Service	31st October, 1912			31st October, 1913		
		Total expenditure, 1912	Yearly cost. Average 106	Weekly cost Average	Total expenditure, 1913	Yearly cost Average 99	Weekly cost Average
		$ c.	$ c.	c. m.	$ c.	$ c.	c. m.
1	Medicine and Medical Comforts..	137 49	1 29	2.5	112 21	1 13	2.0
2	Butchers' Meat, Fish and Fowl .	2,081 05	19 63	37.7	2,379 83	24 04	44.5
3	Flour, Bread and Biscuits.....	536 45	5 06	9.7	527 35	5 33	9.8
4	Butter and Lard.....	1,540 99	14 54	26.1	1,535 49	15 51	28.7
5	General Groceries.....	1,672 03	15 77	33.3	1,560 60	15 76	29.0
6	Fruit and Vegetables.....	244 39	2 31	4.2	212 52	2 14	3.9
7	Bedding, Clothing and Shoes	275 35	2 59	4.9	135 43	1 37	2.5
8	Fuel—Wood, Coal and Gas	*2,072 15	19 55	37.5	6,476 82	65 49	121.0
9	Light—Gas and Electric	962 25	9 08	17.4	1,047 99	10 59	19.6
10	Laundry—Soap and Cleaning....	318 49	3 00	5.7	396 35	4 00	7.4
11	Furniture and Furnishings	471 30	4 44	8.5	460 80	4 65	8.6
12	Farm and Garden — Feed and Fodder.....	795 06	7 50	14.4	580 83	5 87	10.7
13	Repairs and Alterations.....	991 21	9 35	17.9	908 58	9 18	17.0
14	Advertising, Printing, Stationery, etc.....	445 11	4 19	8.0	755 31	7 63	14.1
15	Books, Apparatus and Appliances	1,026 33	9 68	18.6	772 93	7 81	14.5
16	Miscellaneous—Unenumerated...	1,330 05	12 55	24.1	1,092 71	11 04	20.4
17	Pupils' Sittings in Church.....	200 00	1 88	3.6	200 00	2 02	3.8
18	Rent of Hydrants.....	160 00	1 51	2.8	160 00	1 62	3.0
19	Water Supply..... ..	478 54	4 51	8.9	460 88	4 65	8.6
20	Salaries and Wages.....	23,011 72	217 09	417.4	23,272 80	235 10	435.4
21	Special—						
	Repairing Pianos and Organs..	146 90	1 48	2.8	90 15	91	1.7
	Hardware, etc.....	182 12	1 71	3.3	51 06	52	.9
	Workshops—Willow Dept.....	675 45	6 31	12.1	441 26	4 46	8.2
	" Sloyd & Hammock Dept.	.....	.....	.....	241 08	2 43	4.5
	Models and Tools for Pupils....	.....	.....	.....	183 10	1 85	.3
		39,754 43	375 02	721.4	44,056 65	445 11	820.3

*Coal contract not completed. 31st October, 1912.

Certified.
G. H. RYERSON,
Bursar.

APPENDIX J

REPORT OF THE LIBRARIAN OF THE DEPARTMENT

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario.

Sir,—I have the honour to submit the following Report regarding the Library of the Department of Education for the year 1913.

During the past year the number of books in circulation exceeded that of 1912 by 1,959. A good many were loaned to teachers outside the City, entailing a great deal of correspondence. The teachers from a distance as well as those in the city who have been served by the Library appreciate very much the assistance that has been given them. In proof of this allow me to quote one instance. In the preface of a thesis on "The State Control of Education," written by Mr. F. Houchen Lingwood, M.A., one of the staff of the Malvern Avenue High School, for his D.Paed. degree, the author says:—"I wish to acknowledge my indebtedness to Mr. Alley, chief librarian, and to Mr. Barnes and Miss King, assistant librarians, at the Normal School, for unfailing courtesy and assistance in supplying the necessary material for the following pages. This library (in St. James' Square, Toronto), has been, of late, considerably augmented, especially in the interests of the teacher, and is not, I consider, as widely known to the profession as it deserves to be."

I have been able to complete and have bound 14 volumes of the "American Outlook," and have 17 additional volumes ready to be bound, also 7 volumes of "World's Work," and 17 volumes of the "Journal of Political Economy," all of which are included in the periodicals indexed in the Readers' Guide. Many enquiries had to be made to second-hand dealers before the missing links of these periodicals could be secured.

To give some idea of the way in which the time of the Library staff is occupied, I should mention that in addition to the correspondence, receiving, acknowledging and filing Educational Reports and Documents, and entering them in the register, checking over the various Educational Journals and Periodicals that come in, loaning books, cataloguing, and getting out information for the guidance of the teachers-in-training in the Normal School, a great deal of time is devoted to reference work which, as the following figures show, is growing rapidly. In October there were 279 references, in November 572, and in December 709, 1,560 in all. A record of the references was kept for these months only, as I wished to get some idea of the amount of time taken up in this branch of the Library work.

Many books are also loaned to the students of the Ontario College of Art.

Respectfully submitted,

Henry R. Alley, *Librarian.*

Department of Education Library,

Toronto, 2nd January, 1914.

TABLE A

Number of Books Loaned, 1904-13.

Books given out in the month of—	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913
January	673	646	714	787	850	400	1,122	1,013	1,046	950
February	970	848	877	831	883	1,180	893	975	1,138	1,126
March	978	777	1,042	704	1,062	1,263	594	1,228	1,098	625
April	854	497	578	691	661	464	630	438	719	1,004
May	738	723	853	739	756	807	622	673	915	1,213
June	482	317	319	456	388	315	395	381	398	956
July	220	296	344	176	227	250	450	298	202	590
August	259	260	203	124	120	96	119	76	130	132
September	378	446	401	388	312	112	297	188	408	212
October	776	661	616	805	1,011	356	682	289	330	560
November	900	962	776	1,045	1,236	1,271	1,235	1,165	1,031	1,385
December	480	475	485	352	707	247	495	379	533	1,154
Totals	7,708	6,908	7,208	7,098	8,213	6,761	7,534	7,103	7,948	9,907

TABLE B

The Number of Books Purchased in 1913 was as follows:

(A List, in detail, is included in this report.)

General Works	8	Useful Arts	71
Philosophy	16	Fine Arts	70
Religion	11	Literature	176
Sociology	177	History	123
Philology	53		
Natural Science	54	Totals	759

TABLE C

Table Showing Number of Books Donated to the Library During the Years 1906-1913

——	1906	1907	1908	1909	1910	1911	1912	1913
Text-Books	326	25	13	15	21	27	15	21
Miscellaneous	177	42	32	47	87	110	82	64
Totals	503	67	45	62	108	137	97	85

TABLE D

Newspapers and Magazines Received During the Years 1908-13

——	1908	1909	1910	1911	1912	1913
Number of daily and weekly newspapers received	89	92	94	96	96	96
Number of magazines and other periodicals received	107	109	110	132	131	132
Totals	196	201	204	228	227	228

TABLE E

Books, Magazines, etc., Bound During the Years 1901-1913

1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913
83	71	4	81	45	217	58	148	149	171	158	207	188

TABLE F

Number of Periodicals and Magazines Loaned in 1913

January 55	April.....103	July.....50	October.....59
February 45	May..... 64	August 8	November.....94
March 65	June 55	September 42	December.....86

Total.....726

TITLES OF BOOKS PURCHASED DURING 1913, WITH NAMES OF AUTHORS; A LIST OF EDUCATIONAL JOURNALS AND A LIST OF REPORTS AND OTHER DOCUMENTS RELATING TO EDUCATION, RECEIVED DURING THE SAME PERIOD.

General Works

"A Guide to the Best Fiction in English," by Ernest A. Baker.
"The Young Folks' Cyclopædia of Persons and Places," edited by John Denison Champlin.
"Cyclopædia Bibliographica," by James Darling.
"The United States Catalogue of Books in Print, Jan. 1, 1912," edited by Marion E. Potter and others.
"Halifax Books and Authors," by J. Horsfeli Turner.
"Warner's Synopsis of Books Ancient and Modern," edited by Charles Dudley Warner.
"Who Wrote It?" by William A. Wheeler.
"The Philanthropist or Repository for Hints and Suggestions Calculated to Promote the Comfort and Happiness of Man," published by Longman, London, 1811.

Philosophy

"Memory: how to Develop, Train and Use It," by William Walker Atkinson.
"The Use of Life," by Lord Avebury.
"The Town Child," by Reginald A. Bray.
"Some Silent Teachers," by Elizabeth Harrison.
"The Minister and the Boy," by Allen Hoben.
"Mind in Evolution," by L. T. Hobhouse.
"The Conservation of the Child," by Arthur Holmes.
"The New Philosophy of Henri Bergson," by E. LeRoy.
"False Modesty that Protects Vice by Ignorance," by E. B. Lowery.
"Training the Boy," by William A. McKeever.
"International Vanities," by Frederic Marshall.
"The Boy and His Gang," by J. Adams Puffer.
"English Philosophers and Schools of Philosophy," by James Seth.
"Philosophy: its Scope and Relations," by Henry Sidgwick.
"Study of Child Life," by Marion Foster Washburne.
"Problems of Boy Life," by J. H. Whitehouse.

Religion

"Stories of Old Greece and Rome," by Emilie Kip Baker.
"A History of the Scotch Presbyterian Church, St. Gabriel St., Mont.," by Robt. Campbell.
"The School of the Prophets: or, Father McRorey's Class," by John Carroll.

"A Dictionary of Non-Classical Mythology," comp. by Marian Edwardes and Lewis Spence.
"The Book of Saints and Heroes," by Mrs. Lang.
"Angelic Wisdom Concerning the Divine Love," by Emanuel Swedenborg.
"Conjugal Love," by Emanuel Swedenborg.
"Heaven and its Wonders and Hell," by Emanuel Swedenborg.
"The Heavenly Arcana," by Emanuel Swedenborg.
"The True Christian Religion," by Emanuel Swedenborg.
"The Romance of Missions," by W. H. Withrow.

Sociology

"English Life and Manners in the Later Middle Ages," by A. Abram.
"An Introduction to English Industrial History," by Henry Allsopp.
"The Story of Our Colonies, with Sketches of their Present Condition," by H. R. Fox Bourne.
"The Britannica Year Book, 1913," edited by Hugh Chisholm.
"Folk Tales of East and West," by John Harrington Cox.
"The Promise of American Life," by Herbert Croly.
"A History of Cavalry from the Earliest Times," by George T. Denison.
"Zur Geschichte der Costüme," by Wilh. Diez, C. Fröhlick and others.
"The Challenge of the Country," by George Walter Fiske.
"The Wonder Book of Ships," by Harry Golding.
"The Wonder Book of Railways," by Harry Golding.
"The Folk-lore Readers: A Primer and Book One," comp. by Eulalie Osgood Grover.
"Constitutional History of England, Henry VII to George II," 3 volumes, by Henry Hallam.
"National Life and National Training," by Ian Hamilton.
"Heaton's Annual: Ninth Year, 1913," edited by Ernest Heaton.
"Sketches of the Late Depression: its Cause, Effect and Lessons," by William Wickliffe Johnson.
"Thoughts and Suggestions on Certain Social Problems," by Jas. Kay-Shuttleworth.
"The Statesman's Year Book, 1912 and 1913," edited by J. Scott Keltie.
"Rural Life in Canada," by John MacDougall.
"Vocations for Girls," by Mary A. Laselle and K. E. Wiley.
"A History of the British Constitution," by J. Howard B. Masterman.
"The Governments of Europe," by Frederic Austin Ogg.
"Woman Adrift: a Statement of the Case Against Suffragism," by Harold Owen.
"The Friends of England," by George Peel.
"The Children of the Poor," by Jacob A. Riis.
"The Challenge of the City," by Josiah Strong.
"The Peril and the Preservation of the Home," by Jacob A. Riis.
"The Problem of Empire Governance," by Charles E. T. Stuart-Linton.
"The Principles of Industrial Economy," by Robert Walsh.
"Canada and Sea Power," by Christopher West.
"An Almanack for the Year of Our Lord, 1911, and 1913," by Joseph Whitaker.
"Congressional Government: a Study in American Politics," by Woodrow Wilson.
"Catalogue of Parliamentary Papers, England, 1801-1910," 2 volumes, published by P. S. King & Son, London.
"Drill and Rifle Instruction for the Corps of Rifle Volunteers," published by Queen's Printer, 1862.
"Mother Goose Rhymes, with Silhouette Illustrations," published by Lothrop, Lee & Shepard Co., Boston, 1912.
"An Outline for the Study of American Civil Government," by the New England History Teachers' Association.

Education

"Facts Concerning Federation," an Address to the Alumni Association of Victoria University, by James Allen.
"Mental Fatigue," by Tsuru Arai.
"Higher Schools and Universities in Germany," by Matthew Arnold.
"Suggestive Lessons in Language and Reading," by Anna B. Badlam.

"Songs of Happiness," by Carolyn S. Bailey and M. B. Ehrmann.
"Booklet Making: an Art-craft Problem," by Henry Turner Bailey.
"Scissor Pictures: a Work Book and a Picture Book," 2 volumes, by Ethel Elaine Barr.
"New Ideals in Rural Schools," by George Herbert Betts.
"The Recitation," by George Herbert Betts.
"Social Principles of Education," by George Herbert Betts.
"Letters to a Mother," by Susan E. Blow.
"The Service of the Hand in the School," by Woutrina A. Bone.
"A Child's Guide to Living Things," by Edwin Tenney Brewster.
"The Secularization of American Education," by Samuel Windsor Brown.
"Character Building in School," by Jane Brownlee.
"Two Types of Rural Schools," by Ernest Burnham.
"The German System of Industrial Schooling," by Ralph C. Busser.
"The Meaning of Education and other Essays and Addresses," by Nicholas Murray Butler.
"Country Life and the Country School," by Mabel Carney.
"Methods of Teaching," by W. W. Charters.
"An Essay upon the Education of Youth in Grammar Schools," by John Clarke.
"Tell Me Why Stories," by C. H. Claudy.
"Conversation: What to Say and How to Say It," by Mary Greer Conklin.
"Vocational Education in Europe," by Edwin G. Cooley.
"On the State of Education in Holland," by M. Victor Cousin.
"Report on the State of Public Instruction in Prussia," by M. Victor Cousin.
"Manual Arts for Vocational Ends," by Fred. D. Crawshaw.
"Changing Conceptions of Education," by Ellwood P. Cubberley.
"The Improvement of Rural Schools," by Ellwood P. Cubberley.
"In Play Land," compiled by Frances Weld Danielson.
"The Nature Study Course, with Suggestions for Teaching It," by John Dearness.
"The Fundamentals of Psychology," by Benjamin Dumville.
"National Education: the Question of Questions," by Henry Dunn.
"The Administration of Public Education in the United States," by S. T. Dutton and D. Sneddon.
"Education in the United States and Canada: a Report," by G. P. Dymond.
"History of Early Scottish Education," by John Edgar.
"The Demonstration School Record, No. II, edited by J. J. Findlay.
"The School," by J. J. Findlay.
"A Montessori Mother," by Dorothy Canfield Fisher.
"The Education of Man," by Friedrich Frœbel.
"Letters on the Kindergarten," by Friedrich Frœbel.
"Current Educational Activities," by John Palmer Garber.
"Education in Scotland," by W. J. Gibson.
"What Children Study and Why," by Charles B. Gilbert.
"Correlated Courses in Woodwork and Mechanical Drawing," by Ira S. Griffith.
"The Diary of a Free Kindergarten," by Lileen Hardy.
"The Co-education of the Sexes," by Mabel Hawtrey.
"Our Children's Health at Home and at School," edited by Charles E. Hecht.
"Admission to College by Certificate," by Joseph Lindsey Henderson.
"The Education Act and After," by H. Hensley Henson.
"The Students' Frœbel. Part II, Practice of Education", by Wm. H. Herford.
"L'Instruction Publique Aux Etats-unis," by M. C. Hippeau.
"The Pennsylvania State Normal Schools and Public School Systems," by Ernest O. Holland.
"The Art of Education," by Ira Woods Howerth.
"Public School Methods," by James Laughlin Hughes and others.
"Toys and Toymaking," by George F. Johnson.
"High School Education," edited by Charles Hughes Johnston.
"Public Education . . . with Suggestions as to the Future Policy," by James Kay-Shuttleworth.
"The Social Direction of Human Evolution," by William E. Kellicott.
"Latin and Greek in American Education," by Francis W. Kelsey.
"Educational Handwork," by T. B. Kidner.

"Knife Work in the School Room," by George B. Kilbon.
"The Kindergarten Guide," first vol. "The Gifts," by Maria Kraus-Boelte and John Kraus.
"The Teachers' Encyclopædia," 7 volumes, edited by A. P. Laurie.
"Examples of Industrial Education," by Frank Mitchell Leavitt.
"Work and Play for Little Girls," by Hedwig Levi.
"Mother Stories," by Maud Lindsay.
"More Mother Stories," by Maud Lindsay.
"Outline of a Course in Philosophy of Education," by John Angus MacVannel.
"A Quarter Century of Public School Development," by Wm. H. Maxwell.
"The Teacher," by Florence Milner.
"An Essay on Christian Education . . . in Grammar Schools," by George Monro.
"A Cyclopædia of Education," edited by Paul Monroe.
"Manual Training Toys for the Boy's Workshop," by Harris Moore.
"Positions," by Richard Mulcaster, with an Appendix Containing some Account of His Life and Writings, by Robert Hebert Quick.
"New Demands in Education," by James Phinney Munroe.
"Outlines of Lessons in Botany," 2 volumes, by James H. Newell.
"Everyday Problems in Teaching," by M. V. O'Shea.
"A Textbook in the History of Modern Elementary Education," by Samuel Chester Parker.
"Genetic Philosophy of Education," by G. E. Partridge.
"A Child's Garden of Stories," by Maude Elizabeth Paterson.
"The Boy's Playbook of Science," by John Henry Pepper.
"The Status of the Teacher," by Arthur C. Perry.
"Child Stories and Rhymes," by Emilie Poulsson.
"Father and Baby Plays," by Emilie Poulsson.
"Holiday Songs and Everyday Songs and Games," by Emilie Poulsson.
"Miscellaneous Observations Relating to Education," by Joseph Priestly.
"Egerton Ryerson and Education in Upper Canada," by J. Harold Putman.
"Deutsche Schulerziehung," by W. Rein and others.
"Teachers in Germany in the Sixteenth Century," by Charles Leonides Robbins.
"Emile: or a Treatise on Education," by Jean Jacques Rousseau, tr. by W. H. Payne.
"Introduction to Experimental Education," by Robert R. Rusk.
"Industrial Education," by Jas. E. Russell and Fred. G. Bonser.
"Fine and Industrial Arts in Elementary Schools," by Walter Sargent.
"Experimental Psychology and Pedagogy," by R. Schulze.
"Rural Schools in Central Provinces," by H. Sharp.
"University Education for Women," by Mrs. Henry Sidgwick.
"Correlations of Mental Abilities," by Benjamin R. Simpson.
"The Home-made Kindergarten," by Nora Archibald Smith.
"The Montessori System in Theory and Practice," by Theodate L. Smith.
"Walks and Talks," by William Hawley Smith.
"The Elements of a Polite Education," (from Chesterfield letters), by Philip Dormer Stanhope.
"A Guide to the Montessori Method," by Ellen Yale Stevens.
"The Teacher's Health," by Lewis M. Terman.
"Individuality," by Edward L. Thorndike.
"Introduction to the Pedagogy of Herbart," by Chr. Ufer, tr. by Zinser.
"The People's School: a Study in Vocational Training," by Ruth Mary Weeks.
"Primary Artisan Education," by W. P. Welpton.
"Children's Play and its Place in Education," by Walter Wood.
"Discourses on Public Education," by Christopher Wordsworth.
"Culture, Discipline and Democracy," by A. Duncan Yocum.
"An Encyclopædia of Examination Questions and Answers," 2 volumes, by A. E. Young.
"Art and Industry in Education," published by Teachers' College, Columbia University.
"The Boston Collection of Kindergarten Stories," by The Boston Kindergarten Teachers.
"Cambridge University Examination Papers," Michaelmas Term 1911 to Easter, 1912.
"Educational Review Analytical Index to Volumes 1-25."
"Eleventh Year Book of the National Society for the Study of Education," 2 parts.

"Great Britain Public School Commission." Report of Her Majesty's Commissioners appointed to Enquire into the Revenues and Management of certain Colleges and Schools. 2 volumes.
"The Kindergarten Reports of the Committee of Nineteen on the Theory, etc.," by The International Kindergarten Union.
"New York Teachers' Monographs, 1912."
"Oxford University Examination Papers. Second Public Examination, Trinity Term, 1913," published by Clarendon Press.
"Record of the Proceedings and Papers Communicated to the First International Moral Education Congress," published by Nutt, London.
"A Report on Vocational Training in Chicago and in other Cities," by The City Club of Chicago.
"School Doctors in Germany," published by The Board of Education, London, England.
"The Speyer School Curriculum," published by Columbia University.
"Stories of Strange Sights Retold from St. Nicholas," published by The Century Co., New York.

Philology

"Modern Language Teaching," edited by J. G. Anderson.
"A New Dictionary of the English-Spanish and Spanish-English," by A. Angelo, edited by J. McLaughlin.
"A New Dictionary of the Italian-English Languages," 2 volumes, by Barretti.
"Vest-pocket English-German and German-English Dictionary," pub. by Bell & Cockburn.
"Dictionary of German-English and English-German," by Max Bellows.
"English for the Non-English," by Norman Fergus Black.
"New Vocabulary, Containing all the usual Words, with their Pronunciations, Noted. English-German," by J. Blum.
"A Tract on the Present State of English Pronunciation," by Robert Bridges.
"The Teaching of Composition," by E. T. Campagnac.
"Ontario Council of Public Instruction Reading Lessons. Books II, III, IV, and V," pub. by Campbell.
"The Art Literature Reader, Books IV and V," by Elizabeth Frances Chutter.
"The Art of Writing and Speaking the English Language, in 6 Books," by Sherwin Cody.
"Elements of French Pronunciation and Diction," by Benjamin Dumville.
"A New Dictionary of the English and Italian Languages," by A. Enenkel, edited by J. McLaughlin.
"The Infant's Coloured Readers, VI Books," edited by John Gill.
"A New English-Russian and Russian-English Dictionary," by M. Golovinsky.
"The Essentials of French Grammar," by C. H. Grandgent.
"Modern Language Association Report of the Committee of Twelve," pub. by Heath, Boston.
"A German Grammar for Schools and Colleges," by Edward S. Joynes.
"A Brief German Course," by C. F. Kayser and F. Monteser.
"The Standard Thesaurus," edited by Sylvester Mawson.
"New Vocabulary, Containing all the usual Words, with Figured Pronunciation, English-Portuguese," by R. de Mesquita.
"Matter, Form and Style," by Hardress O'Grady.
"The Sounds of the French Language," by Paul Passy.
"German for Daily Use," by E. P. Prentys.
"How to Learn English," by Anna Prior and Anna I. Ryan.
"Thesaurus of English Words and Phrases," by Peter Mark Roget.
"Elementary English Grammar through Composition," by John D. Rose.
"Neues Handbuch der Englischen Conversationssprache," by A. Schlessing.
"A New Manual of the German Language of Conversation," by A. Schlessing.
"Black's Sentinel Readers, Books IV and V," edited by E. E. Speight.
"Ontario High School English Composition," by O. J. Stevenson and H. W. Irwin.
"A History of English Sounds from the Earliest Period," by Henry Sweet.
"A Study of the Paragraph," by Helen Thomas.
"The Teaching of English," by C. Linklater Thomson.
"English-Italian and Italian-English Dictionary," by J. E. Wessely.
"English-Spanish and Spanish-English Dictionary," by J. E. Wessely.

Natural Science

"Elementary Applied Chemistry," by Lewis B. Allyn.
"The Story of Plants," by Mrs. Arthur Bell.
"The Structure of the Earth," by T. G. Bonney.
"Arithmetic for Schools and Colleges," by F. C. Boon.
"Shop Problems in Mathematics," by William E. Breckenridge and others.
"Heredity and Eugenics," by Wm. Ernest Castle and others.
"A College Text-book of Geology," by T. C. Chamberlain and R. D. Salisbury.
"Junior Arithmetic," by R. H. Chope.
"Illustrated Key to the Wild and Commonly Cultivated Trees of the North-eastern United States and Canada," by J. F. Collins and H. W. Preston.
"The Spider Book," by John Henry Comstock.
"The Right of the Child to be Well Born," by Geo. E. Dawson.
"Electricity: Its History and Development," by William A. Durgin.
"The Natural History of the Toronto Region," edited by J. H. Faull.
"The Scientific Memoirs of Thomas Henry Huxley," 4 Books, edited by M. Foster and E. R. Lankester.
"Biology," by R. J. Harvey Gibson.
"Botany," by J. Reynolds Green.
"Coal and the Coal Mines," by Homer Greene.
"Geology," by J. W. Gregory.
"A Class Book of Physics," by R. A. Gregory and H. E. Hadley.
"Navigation," by William Hall.
"Simple Problems in Industrial Arithmetic," by Brenelle Hunt.
"Our Native Trees and How to Identify Them," by Harriet L. Keeler.
"Zoology," by J. Graham Kerr.
"Embryology: the Beginnings of Life," by Gerald Leighton.
"Weather Science," by R. G. K. Lempfert.
"The Mechanistic Conception of Life," by Jacques Loeb.
"A Manual of the Antiquity of Man," by J. P. MacLean.
"Mastodon, Mammoth and Man," by J. P. MacLean.
"The Mound Builders," by J. P. MacLean.
"The Natural History of Plants," 2 volumes, by Anton Kemer von Marilaun.
"The Scientific Study of Scenery," by J. E. Marr.
"Industrial Mathematics," by Horace Wilmer Marsh.
"The Science of the Stars," by E. Walter Maunder.
"Technical Arithmetic and Geometry," by C. T. Millis.
"In Beaver World," by Enos A. Mills.
"Pedagogical Anthropology," by Maria Montessori.
"Chemical Lecture Experiments," by G. S. Newth.
"Elementary Biology—Plant, Animal, Human," by James Edward Peabody.
"The Grammar of Science," by Karl Pearson.
"The Feet of the Furtive," by Charles G. D. Roberts.
"Plant-Geography upon a Physiological Basis," by A. F. W. Schimper.
"The Indian and Antiquities of America," by Barnard Shipp.
"The Childhood of Art: or the Ascent of Man," by H. S. Spearing.
"The Teaching of Primary Arithmetic," by Henry Suzzalo.
"Business Arithmetic for Secondary Schools," by Ernest L. Thurston.
"Chemistry," by W. A. Tilden.
"Plant and Animal Children: How They Grow," by Ellen Torelle.
"Practical Methods in Arithmetic," by John H. Walsh.
"Ontario Royal Commission Report on the Mineral Resources of Ontario," published by Warwick & Sons, Toronto.
"Some Enquiries Concerning the First Inhabitants, Language, Religion, Learning and Letters," published by The Society of Antiquaries, London.

Useful Arts

"Pin-Money Suggestions," by Lilian W. Babcock.
"Laundry Manual," by L. Ray Balderston and M. C. Limerick.
"Principles of Cookery," by Anna Barrows.

"Physical Training, First Aid to the Injured and Military Drill," by Jas. W. Barton.
"The House: Its Place, Decoration and Care," by Isabel Bevier.
"In Confidence to Boys," by H. Bisseker.
"Modern Theories of Diet," by Alexander Bryce.
"First Aid to the Injured," by James Cantlie.
"Fresh Air and How to Use It," by Thomas Speers Carrington.
"Hints and Helps for Home Nursing and Hygiene," by E. MacDowel Cosgrave.
"Care of Children," by Alfred Cleveland Cotton.
"A Century of Sail and Steam on the Niagara River," by Barlow Cumberland.
"Heredity in Relation to Eugenics," by Charles Benedict Davenport.
"Encyclopædia of Needlework," by Therese de Dillmont.
"Chemistry of the Household," by Margaret E. Dodd.
"Household Bacteriology," by S. Maria Elliott.
"Household Hygiene," by S. Maria Elliott.
"Infant Care and Housecraft," by H. Emlyn-Jones and J. W. Hayes.
"The Boston Cooking-School Cook-Book," by Fannie Merritt Farmer.
"The Biology, Physiology and Sociology of Reproduction, also Sexual Hygiene," by Winfield S. Hall.
"Physiology," by W. D. Halliburton.
"School Needlework (Pupils' Edition)," by Olive C. Hapgood.
"School Needlework (Teachers' Edition)," by Olive C. Hapgood.
"Animal Husbandry for Schools," by Merritt W. Harper.
"Health on the Farm," by H. F. Harris.
"How to Keep Household Accounts," by C. W. Haskins.
"Practical Cooking and Serving," by Janet McKenzie Hill.
"A Cook Book for Nurses," by Sarah Hill.
"Scientific American Reference Book," edition of 1913, edited by Algert A. Hopkins.
"The Cereals in America," by Thomas F. Hunt.
"We and Our Children," by Woods Hutchinson.
"Hygiene for Health Visitors, School Nurses and Social Workers," by C. W. Hutt.
"Shelter and Clothing: a Textbook of the Household Arts," by Helen Kinne.
"Personal Hygiene," by Maurice Le Bosquet.
"Health and Longevity Through Rational Diet," by Arnold Lorand.
"Beginnings in Agriculture," by Albert Russell Mann.
"The Treasure Cook-Book," by M. M. Mitchell.
"My System," by J. P. Müller.
"My System for Ladies," by J. P. Müller.
"My System for Children," by J. P. Müller.
"Food and Dietetics," by Alice Peloubet Norton.
"Injurious Insects: How to Recognize and Control Them," by Walter C. O'Kane.
"Types and Breeds of Farm Animals," by Charles S. Plumb.
"Home Care of the Sick," by Amy Elizabeth Pope.
"The Art and Practice of Laundry Work for Students and Teachers," by Margaret Cuthbert Rankin.
"Practical Home Millinery," by Amy J. Reeve.
"Home Vegetable Gardening," by F. F. Rockwell.
"A Laboratory Hand-Book for Dietetics," by Mary Swartz Rose.
"Wheat Growing in Canada, the United States and the Argentine," by W. P. Rutter.
"Stuttering and Lisping," by E. W. Scripture.
"The Expert Cleaner," by Hervey J. Seaman.
"English Book-Illustration of To-day," by R. E. D. Sketchley.
"Hygiene Physiology," by Joel Dorman Steele.
"The Printer's Dictionary of Technical Terms," compiled by A. A. Stewart.
"Agriculture in Some of its Relations with Chemistry," 3 volumes, by F. H. Storer.
"Japanese Illustration," by Edward Strange.
"The Making of a Great Canadian Railway," by Frederick A. Talbot.
"Household Management," by Bertha M. Terrill.
"Manual of Needlework and Cutting-out," by Agnes Walker.
"Farm Management," by G. F. Warren.
"Textiles and Clothing," by Kate Heintz Watson.
"The Fuels of the Household," by Marian White.

"Handbook of Domestic Science and Household Arts," by Lucy Langdon Williams Wilson.
"Jukes-Edwards: a Study in Education and Heredity," by A. E. Winship.
"School Agriculture with Experiments and Exercises," by Milo N. Wood.
"Invalid Cookery for Use of the Trained Nurse and others," compiled by the Staff of the Hospital for Sick Children, Toronto.
"Manual of Physical Training," published by Harrison, London.
"Mission Furniture and How to Make It," published by Popular Mechanics Co., Chicago.
"Syllabus of Physical Exercises for Schools," published by The Strathcona Trust.

Fine Arts

"The Principles of Parallel Projecting-line Drawing, Part I," by Alphonse A. Adler.
"A Treatise on Harmony, with Exercises," by J. Humfrey Anger.
"Elements of Mechanical Drawing," by Gardner C. Anthony.
"Harmony and Counterpoint, with Exercises," by T. H. Bertenshaw.
"The Potter's Craft," by Charles F. Binns.
"The Training of the Memory in Art and the Education of the Artist," by Lecoq de Boisbaudran.
"The Cicerone: an Art Guide to the Paintings in Italy," by Jacob Burckhardt.
"The Progress of a Painter in the Nineteenth Century," by John Burnet.
"How to Study Pictures," by Charles H. Caffin.
"A Handbook of Plant-form for Students of Design," by Ernest E. Clark.
"At Home in the Water," by Geo. H. Corsan.
"Line and Form," by Walter Crane.
"Of the Decorative Illustration of Books, Old and New," by Walter Crane.
"A System of Easy Lettering," by J. Howard Cromwell.
"The Rudiments of Music," by W. H. Cummings.
"A History of British Water-colour Painting," by H. M. Cundall.
"How to Observe Harmony," by John Curwen.
"The Student's Musical History," by Henry Davey.
"Ornament and its Application," by Lewis F. Day.
"A Short History of Art," by Julia De Forest.
"Illustrations of Design," by Lockwood De Forest.
"The Historic Styles of Ornament," by H. Dolmetsch.
"Theory and Practice of Teaching Art," by Arthur Wesley Dow.
"Anatomical Diagrams for the use of Art Students," by James M. Dunlop.
"The A. B. C. of Musical Theory," by Ralph Dunstan.
"The Art of Landscape Painting in Oil Color," by Alfred East.
"English Furniture and Decoration, 1680-1800," by G. M. Ellwood.
"The School Music Teacher," by John Evans and W. G. McNaught.
"The Old Masters of Belgium and Holland," by Eugene Fromentin.
"A Manual of Historic Ornament," by Richard Glazier.
"The Floral Symbolism of the Great Masters," by Elizabeth Haig.
"The Art of the Musician," by Henry G. Hanchett.
"A Practical Handbook of Drawing for Modern Methods of Reproduction," by Charles G. Harper.
"Perspective for Art Students," by Richard G. Hatton.
"Japan and its Art," by Marcus B. Huish.
"Tapestries: their Origin, History and Renaissance," by George Leland Hunter.
"How to Celebrate Thanksgiving and Christmas," edited by Alice M. Kellogg.
"Architecture," by W. R. Lethaby.
"Perspective: an Elementary Text-Book," by Ben. J. Lubschez.
"How to Teach the Staff Notation to Tonic Sol-fa Pupils," by Edward Mason.
"Voice Production in Singing and Speaking," by Wesley Mills.
"Text-Book of Harmony," by Geo. Oakey.
"The Teaching of Drawing: its Aims and Methods," by S. Polak and H. C. Quilter.
"The Conception of Art," by Henry Rankin Poore.
"Sententiæ Artis: First Principles of Art for Painters," etc., by Harry Quilter
"Pastel Work or Colour with Crayon," by Herbert A. Rankin.
"Apollo: an Illustrated Manual of the History of Art," by S. Reinach.

"Modern Practical Design," by G. Wolliscroft Rhead.
"On Drawing and Painting," by Denman Waldo Ross.
"The Elements of Drawing and the Elements of Perspective," by John Ruskin.
"The Book of Annuals," by Henry H. Saylor.
"Nelson's Blackboard Drawing," by Allan W. Seaby.
"Young Folks' Dialogues," edited by Charles C. Shoemaker.
"The Art of Modelling in Clay and Wax," by Thos. C. Simmonds.
"A History of Architectural Development," by F. M. Simpson.
"Lettering and Writing," by Percy J. Smith.
"The Practice of Oil Painting and of Drawing as associated with it," by Solomon J. Solomon.
"The Practice and Science of Drawing," by Harold Speed.
"The Styles of Ornament from Prehistoric Times to the Middle of the Nineteenth Century," by Alexander Speltz.
"Three Hundred and One Things a Bright Girl Can Do," by Jean Stewart.
"The Appreciation of Architecture," by Russell Sturgis.
"The Appreciation of Pictures," by Russell Sturgis.
"Blackboard Drawing," by M. Swannell.
"Elementary Art Teaching," by Edward R. Taylor.
"Athletic Training for Girls," by C. E. Thomas.
"The Book of Delightful and Strange Designs," compiled by Andrew W. Tuer.
"The Cathedrals and other Churches of Great Britain," by John Warrack.
"Greek Sculpture: One Hundred Illustrations with an Introduction, by John Warrack.
"Singing in Elementary Schools," by John Watkins.
"School Arts Book Index to Volumes I to XI Inclusive," published by The School Arts Publishing Co.

Literature

"Sowing the Good Seed," by Alicia.
"Prose Quotations from Socrates to Macaulay," by S. Austin Allibone.
"Peter Pan in Kensington Gardens," by J. M. Barrie.
"When a Man's Single: a Tale of Literary Life," by J. M. Barrie.
"Thy Rod and Thy Staff," by Arthur C. Benson.
"English Composition in Theory and Practice," by Henry Seidel Canby and others.
"Success in Letter Writing," by Sherwin Cody.
"The Complete Works of Ralph Connor," 10 books.
"Some English Story Tellers," by Frederic Taber Cooper.
"Little Animal Stories," compiled by Frances Weld Danielson.
"Story Telling Time," compiled by Frances Weld Danielson.
"A Tale of Two Cities," by Charles Dickens, edited by R. Adelaide Witham.
"The Old and the New Home," by J. E.
"Tales from William Morris,' by Madalen Edgar.
"A Survey of English Literature, 1780-1830," 2 volumes, by Oliver Elton.
"Jessie Grey: or, the Discipline of Life," by L. G.
"Daily Bread," by Wilfrid Wilson Gibson.
"An Index to Poetry and Recitations," edited by Edith Granger.
"Teaching Poetry in the Grades," by Margaret W. Haliburton.
"The Age of Wordsworth," by C. H. Herford.
"Shakespeare," by C. H. Herford.
"One Summer,'' by Blanche Willis Howard.
"Shakespeare, his Life, Art and Character," 2 volumes, by H. N. Hudson.
"An Outline History of English Literature," by William Henry Hudson.
"Astoria: or Anecdotes of an Enterprise beyond the Rocky Mountains, 2 volumes, by Washington Irving.
"Pride of War,'' by Gustaf Janson.
"The Works of Samuel Johnson,'" volume 1.
"Practical Recitations," by Amos M. Kellogg.
"The Broken Trail,'' by George W. Kerby.
"The Debater's Hand-Book," by A. J. Kinnaman.
"The Oxford and Cambridge edition of Tales from Shakespeare. First and Second Selections, by Charles and Mary Lamb.

"Evergreen Leaves: being Notes from my Travel Book," by Maria Elise T. T. Lauder.
"Legends and Tales of the Harz Mountains," by Maria Elise T. T. Lauder.
"Selected Prose Works of G. E. Lessing," tr. by E. C. Beasley and H. Zimern.
"The Greek Genius and its Meaning to us," by R. W. Livingstone.
"The Black Creek Stopping-House and other Stories," by Nellie L. McClung.
"Christmas Selections," by Rosamond L. McNaught.
"William Shakespeare," by John Masefield.
"Alice Herbert and Emily's Choice," by E. V. N.
"The Judgment House," by Gilbert Parker.
"The Cloister and the Hearth," by Charles Reade.
"Holiday Selections for Readings and Recitations," comp. by Sara Sigourney Rice.
"Briefs on Public Questions," by Ralph Curtis Ringwalt.
"The High School Debate Book," by E. C. Robbins.
"The English Novel," by George Saintsbury .
"Shakespeare's Tragedy of Julius Cæsar," Rolfe edition.
"The Works of William Shakespeare," 23 books, Henry N. Hudson edition.
"The Works of William Shakespeare," 10 books, Oxford and Cambridge edition.
"Choice Dialect and other Characterizations," comp. by Charles C. Shoemaker.
"Little Peoples' Speaker," comp. by Mrs. J. W. Shoemaker.
"Young Folks Recitations," comp. by Mrs. J. W. Shoemaker.
"The City that Never was Reached, and other Stories for Children," by Jay T. Stocking.
"Questions on Shakespeare," 8 books, by Albert H. Tolman.
"The Adventures of Huckleberry Finn,"
"The Adventures of Tom Sawyer,"
"A Connecticut Yankee in King Arthur's Court,"
"The Innocents Abroad,"
"Life on the Mississippi."
"The Man that Corrupted Hadleyburg, and other Stories,"
"The Prince and the Pauper,"
"Roughing It,"
} by Mark Twain.
"The Cambridge History of English Literature," by A. W. Ward and A. R. Waller.
"Library of the World's Best Literature, Ancient and Modern," 46 volumes; edited by Charles Dudley Warner.
"The Teaching of English Classics in the Grammar Grades," by Eugene Clarence Warriner.
"Quotations for Occasions," by Katharine B. Wood.
"Cedar Creek: from Shanty to the Settlement," pub. by the Religious Tract Society, London.
"Southern Stories Retold from St. Nicholas," pub. by The Century Co., New York.

Poetry

"A New Library of Poetry and Song," edited by William Cullen Bryant.
"Poems of Loyalty, by British and Canadian Authors," comp. by Wilfred Campbell.
"Collected Poems," by Austin Dobson.
"The Poetical Works of William Henry Drummond."
"Poems by Adam Lindsay Gordon," arranged by Douglas Sladen.
"Selections from the Canadian Poets," by E. A. Hardy.
"Poems," by Clarence Kendall.
"Poems by George Murray," edited with a memoir, by John Reade.
"The Female Poets of America," by Thomas Buchanan Read.
"Lyric Poetry," by Ernest Rhys.
"Selected Poems, by Christina G. Rossetti," edited by C. B. Burke.
"Rhymes of a Rolling Stone," by Robert W. Service.
"Bush Ballads, by Various Authors," comp. by Bertram Stevens.
"Hamilton and other Poems and Lectures," by W. A. Stevens.

History

"Lectures on the French Revolution," by J. E. E. D. Acton.
"Narrative of the Arctic Land Expedition to the Mouth of the Great Fish River, by Back.
"Panama Canal," by John Barrett.

"The Indian or Mound Builders," by Thomas Beckwith.
"St. Anne of the Mountains," by Effie Bignell.
"Lingard's History of English," newly abridged, by Dom. Henry Norbert Birt.
"A Sourcebook of Ancient History," by Geo. W. Botsford and S. Lillie.
"A History of the Modern World, 1815-1910," 2 volumes, by Oscar Browning.
"Sicilian Ways and Days," by Louise Caico.
"The People of the Longhouse," by Edward M. Chadwick.
"A History of the Toronto General Hospital," by C. K. Clarke.
"The Heart of Gaspé," by John Mason Clarke.
"Our Little Roman Cousin of Long Ago," by Julia Darrow Cowles.
"The History of Greenland, containing a Description of the Country and Inhabitants," 2 volumes, by David Crantz.
"The Battle of York," by Barlow Cumberland.
"Lectures on the History of the Middle Ages," by George D. Ferguson.
"New Rivers of the North," by Hulbert Footner.
"History and Historians in the Nineteenth Century," by G. P. Gooch.
"McMillan's Map of New Brunswick, 1867," drawn by Charles C. Gregory.
"A Modern History of the English People," by R. H. Gretton.
"Lands of Plenty: British North America for Health, Sport and Profit, by E. Hepple Hall.
"Julius Cæsar: Soldier, Statesman, Emperor," by Hilary Hardinge.
"Pioneers of the Cross in Canada," by Dean Harris.
"The Teaching of History," by Ernest C. Hartwell.
"The Boys Parkman: The Romantic History of Canada," by Louise S. Hasbrouck.
"A History of Riel's Second Rebellion and how it was Quelled," by T. Arnold Haultain.
"Hawkin's Picture of Quebec with Historical Recollections," by Alfred Hawkins.
"Nan and other Pioneer Women of the West," by Frances E. Herring.
"History of the County of Lennox and Addington," by Walter S. Herrington.
"Principles and Methods of Teaching Geography," by Frederick L. Holtz.
"The Canadian Annual Review, 1912," edited by J. Castell Hopkins.
"Essentials in Early European History," by Samuel Burnett Howe.
"Our Little Danish Cousin," by Luna May Innes.
"Canada: Physical, Economic and Social," by A. Lillie.
"The Real Canadian," by J. A. T. Lloyd.
"Lord Durham's Report on the Affairs of British North America," 3 volumes, edited by C. P. Lucas.
"Newfoundland in 1911," by P. T. McGrath.
"Canada," by J. N. McIlwraith.
"Memoirs, Official and Personal, with Sketches of Travels Among the Northern and Southern Indians," by Thomas L. McKenney.
"The Seven Champions of Christendom," by Agnes R. Matthews.
"Our Little Polish Cousin," by Florence E. Mendel.
"Life in the Clearing *Versus* the Bush," by Mrs. Moodie.
"Early Days on the Yukon," by William Ogilvie.
"The Enemies of England," by George Peel.
"Mackinlay's Map of the Province of Nova Scotia, including the Island of Cape Breton," engraved by G. Philip & Son, Liverpool.
"Through Trackless Labrador," by H. Hesketh Prichard.
"Landmarks in the History of Europe," by E. M. Richardson.
"A History of Canada for High Schools and Academies," by Charles G. D. Roberts.
"Outlines of European History," (Part II), by James Harvey Robinson and Charles A. Beard.
"The Story of the Civil War, Volume I, Part 2," by John Codman Ropes.
"The Birth of England (449-1066)," by Estelle Ross.
"Barons and Kings (1215-1485)," by Estelle Ross.
"Getting Into Parliament and After," by George W. Ross.
"Tarr and McMurry's Geographies: a Complete Geography," edited by John C. Saul.
"Five Little Strangers and How they Came to Live in America," by Julia Augusta Schwartz.
"Canada and its Provinces: a History of the Canadian People, 10 volumes (others to follow)," edited by Adam Short and A. G. Doughty.
"The Golden Queen: a Tale of Love, War and Magic," by Edward A. Sloane.

"Congo Natives: an Ethnographic Album," by Frederick Starr.
"Down the Mackenzie and Up the Yukon in 1906," by Elihu Stewart.
"Making Good in Canada," by Frederick A. Talbot.
"The Mediæval Mind," 2 volumes, by Henry Osborn Taylor.
"Mediæval England: a Framework of English History," by S. M. Toyne.
"General and Regional Geography for Students,'" by J. F. Unstead.
"Mediæval Sicily: Aspects of Life and Art in the Middle Ages," by Cecilia Waern.
"The Story of Napoleon," by Harold F. B. Wheeler.
"Our Canadian Heritage; its Resources and Possibilities," by F. A. Wightman.
"Our Little Bulgarian Cousin of Long Ago," by Clara Vostrovsky Winlow.
"A Rational Geography," 3 volumes, by Ernest Young.
"Public Men and Public Life in Canada," 2 volumes, by James Young.
"British and Colonial Flags," pub. by Philip, London.
"Canada's Alaskan Dismemberment," pub. by Thonger, Niagara-on-the-Lake.
"Chamber's New Scheme History Readers, First Book of Stories from British History," pub. by Chambers, London.
"English History, Illustrated from Original Sources from Earliest Times to 1815," pub. by Black, London.
"History of the Year 1893, with Especial Reference to Canadian Affairs," pub. by Mail Printing Co., 1894.
"Junior Relief Atlas," pub. by Relfe, London.
"Minutes of the Municipal Council and Treasurer's Accounts of the Township of York, 1860," pub. by *The Guardian*, 1861.
"Ontario County Gazetteer and Canadian Cyclopædia," pub. by Robertson, Toronto, 1885.
"Ontario School Geography," pub. by Educational Book Co., Toronto, 1910.
"Our Own and Other Lands. The World," pub. by McDougall, London.
"Outline of British History, with Maps and Plans," pub. by McDougall, London.
"Preliminary Investigation and Trial of A. D. Lepine for the Murder of Thomas Scott, 1874."

Biography

"Memoir, Sermons, Essays and Addresses of Rev. John Bates," by J. A. Smith.
"The Brontes," by Flora Masson.
"The Stripling Preacher, or a Sketch of the Life and Character of Rev. Alexander S. Byrnes," by John Carroll.
"The Life and Times of the Rev. Anson Green, D.D.," by Anson Green.
"The Life and Times of William Lyon Mackenzie," by Charles Lindsey.
"The Story of Nelson," by Harold F. B. Wheeler.
"A Selection from Goldwin Smith's Correspondence," comp. by Arnold Haultain.
"Some Account of the Life and Writings of Mrs. Trimmer," 2 volumes, by Mrs. Sarah Trimmer.
"Stray Leaves from Scotch and English History, with a Life of Sir William Wallace," by C. G. Glass.
"Biographia Dramatica: or a Companion to the Playhouse," by David Erskine Baker.
"Dictionary of National Biography," 2nd Supplement, Volume II, by Sidney Lee.
"Dictionary of Greek and Roman Biography and Mythology," 3 volumes, edited by William Smith.
"Heroines of Modern Progress," by Elmer C. Adams and W. D. Foster.
"Leading American Inventors," by George Iles.
"Loyalists (The), of Massachusetts, and the other side of the American Revolution, by James H. Stark.
"Ontarian Families: Geneaologies of United Empire Loyalists and other Pioneer Families," 2 volumes, by Edward Marion Chadwick.
"Universal (The), Biographical Dictionary," by John Watkins.
"Universal Biographical Dictionary," pub. by Andrus, Hartford, 1829.
"Warner's Dictionary of Authors, Ancient and Modern," by Charles Dudley Warner.
"Who's Who, 1913," pub. by Black, London, 1913.
"Who's Who on the Stage, 1908," edited by Walter Browne and E. De Roy Koch.

List of Educational Journals subscribed for by the Library

Queen's University Journal.
New York Teachers' Monographs.
Kindergarten Review.
Teachers' College Record.
The Survey.
Scientific American.
Varsity.
Arts and Decoration.
Artisan.
Canadian Magazine.
Educational Record, Quebec.
Educational Review, N.B.
Federal Magazine.
Good Housekeeping.
Journal of Educational Psychology.
Kindergarten Magazine.
Library Journal.
Little Folks.
Mind and Body.
Journal of Home Economics.
Museum Journal.
Educational Review (Butler).
Nature Study Review.
O.A.C. Review.
The Playground.
Pennsylvania School Journal.
Psychological Clinic.
School Arts Magazine.
School and Home Education.
St. Hilda's Chronicle.
Trinity University Review.
University Monthly.
Western School Journal.
Canadian Teacher.
Pedagogical Seminary.
American Antiquarian.
Upper Canada College Times.
Queen's Quarterly.
University Magazine.
Nature.
Schoolmaster.
Connoisseur.
Child.
Educational Times, England.
Journal of Education, England.
Man.
School World.
Woodworker.
Teachers' Guild Quarterly.
Amateur Mechanics.
Educational Supplement of the London (Eng.), *Times*.
New England Journal of Education.
American Primary Teacher.
Craftsman.
Ethical Addresses.
Journal of Geography.
Popular Science Monthly.
School Journal.
International Studio.
Journal of American Folk Lore.
American Historical Review.
Teachers' Magazine.
Educational Foundations.
Vocational Education.
Manual Training Magazine.
Education.
Popular Educator.
Elementary School Teacher.
Journal of Political Economy.
School Review.
Readers' Guide to Periodical Literature.
Cumulative Book Index.
Book Review Digest.
Annals of the American Academy of Political and Social Science.
National Geographic Magazine.
Religious Education.
Publications of The Canadian Purity-Education Association, Toronto.
Publications of The National Education Association, Ann Arbor, Mich.
Publications of The National Society for the Promotion of Industrial Education, 105 East 22nd Street, New York City.

REPORTS AND OTHER DOCUMENTS FROM ENGLAND, IRELAND, SCOTLAND, BRITISH POSSESSIONS, UNITED STATES, ETC. RELATING TO EDUCATION AND OTHER SUBJECTS, RECEIVED DURING 1913

Reports, etc., from England

London County Council: (1) Annual Report of the Council, 1911, Volume III Public Health, Volume IV Education; (2) Conference of Teachers, 1913, Report of the Proceedings; (3) Education Committee, report on eight years of technical education and continuation schools.

Board of Education, London: (1) Report of the Board of Education for the year 1911-12; (2) Annual Report for 1911 of the Chief Medical Officer; (3) Statistics of Public Education in England and Wales. Pt. I, Educational Statistics, 1911-12. Pt. II, Financial Statistics, 1910-11-12; (4) List of Accessions to the Board of Education Library, Nos. 3 and 4, 1912. Nos. 1 and 2, 1913;

(5) Index to List of Accessions to the Board of Education Library, 1912; (6) Educational Pamphlet, No. 26, "Education and Peasant Industry: Some State and State-aided Trade Schools in Germany;" (7) Educational Pamphlet, No. 27, "The Playground Movement in America and its Relation to Public Education;" (8) Regulations and Syllabuses for the Examinations in Science and Technology to be held in 1913; (9) Elementary School Teachers' Superannuation Pamphlet, Comprising: The Elementary School Teachers (Superannuation) Act, 1898; The Elementary School Teachers Superannuation Rules, 1899; The Elementary School Teachers (Superannuation) Act, 1912; Annuity Tables; Circular 563; Explanatory Memorandum. (10) Regulations for Examinations in Art, 1913; (11) Report by the Chief Woman Inspector on the Teaching of Needlework in Public Elementary School, 1912; (12) Second Report of the Advisory Committee on the Distribution of Exchequer Grants to Universities and University Colleges in England; (13) Suggestions for the consideration of Teachers and others concerned in the work of Public Elementary Schools, Revised Edition; (14) Regulations for the Training of Teachers for Elementary Schools. (In force from 1st August, 1913); (15) Report of the Consultative Committee on Practical Work in Secondary Schools, 1913; (16) Minutes of the Board of Education, July 4th, 1913, modifying the Regulations for Public Elementary Schools in England and Wales, 1912; (17) Regulations for University Tutorial Classes in England and Wales, August 1st, 1913; (18) Report of the Board of Education under the Welsh Intermediate Education Act, 1889, for the year 1912; (19) Regulations for Junior Technical Schools in England and Wales, August 1st, 1913; (20) Regulations for Schools of Nautical Training in England and Wales; (21) Regulations for the Training of Teachers for Secondary Schools, Aug. 1st, 1913; (22) Circular 821, Circulars to Local Education Authorities, June 28th, 1913; (23) Third Report of the Advisory Committee on the Distribution of Exchequer Grants to Universities and University Colleges in England, 1913; (24) Subject Lists of Books and Papers in the Board of Education Library, No. 1. School Hygiene and Physical Education. No. 2, Educational Buildings and Equipment; (25) Regulations for the Preliminary Education of Elementary School Teachers; (26) Memoranda on Teaching and Organization in Secondary Schools. "Pronunciation of Latin;" (27) Regulations under which grants in respect of the Medical Inspection and Medical Treatment of Children attending Public Elementary Schools and the Medical Treatment and Care of Children attending certain Special Schools in England and Wales will be made by the Board of Education during the year ending March 31st, 1914; (28) Circular 823. Grants for work connected with the School Medical Service during the year ending on the 31st March, 1914; (29) Syllabus I, 1915. Syllabus of the Preliminary Examination for the Elementary School Teachers Certificate, 1915; (30) Regulations for Technical Schools, Schools of Art, and other forms of provision of further Education in England and Wales (in force from 1st Aug., 1913): (31) Reports for the year 1911-12 from those Universities and University Colleges in Great Britain which are in receipt of grants from the Board of Education, Volumes 1 and 2; (32) Abstracts of Accounts of Secondary Schools on the Grant List in England, 1911-12; (33) Interim Regulations for Scholarships, Exhibitions, Free Studentships and other rewards in Art, applicable to the year 1914; (34) Prospectus of the Royal College of Art, London, 1913-14; (35) Education. Regulations providing for grants in aid of Local Education Authorities in England and Wales exercising powers under the Education (choice of Employment) Act, 1910;

(36) Memoranda on Teaching and Organization in Secondary Schools "Curricula of Secondary Schools;" (37) Syllabus of the Certificate Examination of the Board of Education for Teachers in Elementary Schools, 1915; (38) Syllabus of Hygiene and Physical Training Supplementary Regulation to the Syllabus of the Certificate Examination of the Board of Education for Teachers in Elementary Schools, 1914; (39) Circular 825: Examination in Hygiene and Physical Training at the Certificate Examinations 1914 and 1915; (40) Board of Education Rules, 109. Rules as to the issue of (i) Certificates for Teachers of Art under the provisions of Circular 786, and (ii) Art Class Teacher's Certificates and Art Master's Certificates under the expiring regulations; (41) Report of the Departmental Committee Appointed to Inquire into Certain Questions in connection with the playgrounds of Public Elementary Schools, with abstracts of evidence; (42) How to become a Teacher in a Public Elementary School; (43) Regulations for Examinations in Art, 1914; (44) Regulations and Syllabuses for Examinations in Science and Technology, 1914; (45) Imperial Education Conference Papers. II. Memorandum on Compulsory attendance at School in certain European Countries and American States.

Derbyshire Education Committee Report for two months ending November 30th, 1912, February 28th, 1913, and May 31st, 1913.

The National Bureau for promoting the General Welfare of the Deaf, London. First Annual Report, 1912.

The Empire Handbook: Supplement to the Empire Magazine, 1913. London.

The Autocar, Imperial year book, London, 1913.

Board of Agriculture and Fisheries and Board of Education, London, (1) Seventh Report of the Rural Education Conference. (2) Manual of Instruction in Rural Elementary Schools. (3) Individual Examination of Children in Rural Elementary Schools.

Imperial College of Science and Technology, South Kensington. Fifth Annual Report of the Governing Body, for the year ending 31st August, 1912.

Reports, etc., from Ireland

Department of Agriculture and Technical Instruction for Ireland: (1) Technical Instruction in Larne, by T. Clearkin; (2) Conditions of Award of Certificates to Teachers of Drawing and Art. Form S. 240, Dec. 1912; (3) Programme of the Irish Training School of Domestic Economy, Session 1913-14; (4) Programme for day Secondary Schools. Special Course in Experimental Science. Chemistry.

Intermediate Education Board for Ireland. Rules and Schedule containing the Programme of Examinations for 1914.

National Education Commission, Ireland. The Seventy-eighth Report of the Commissioners of National Education in Ireland, School year, 1911-12.

Document from Scotland

Education (Scotland) Reports, issued in 1912-13.

Reports, etc., from the British Possessions

Australasia:

New South Wales, Department of Public Instruction; Report of the Minister of Public Instruction, for the year 1911; Calendar of the University of Sydney for the year 1913.

Western Australia Education Department: The Education Circular, Volume XV., 1912, 1913; Perth Modern School Courses of Study, 1913.

Queensland: Thirty-seventh Report of the Secretary for Public Instruction for the year 1912.

Victoria: Victoria Education Gazette and Teachers' Aid, Volume XIII, 1913.

South Australia: Report of the Board of Governors of the Public Library, Museum, and Art Gallery of South Australia, 1911-12.

British Guiana:

Report of the Inspector of Schools, 1912-13.

West Indies:

Barbados: Barbados Education Gazette Volume I, 1913.

Trinidad: Annual Report of the Inspector of Schools on Elementary Education, 1911-12.

Jamaica: Annual Report of the Education Department and of the Board of Education, for the year ending 31st March, 1912.

Ceylon: Administration Reports, 1911-12. Part IV, Education, Science and Art, Public Instruction, 1911-12.

New Zealand:

Education Department: (1) Regulations and Conditions in Regard to Senior National Scholarships, Taranaki Scholarships, Sir George Grey Scholarships and University Bursaries; (2) Regulations for Manual and Technical Instruction; (3) Regulations for the Civil Service Junior Examination; (4) Session II, 1912. Education: Special Schools and Infant-life Protection; (5) Report on Secondary Education for the year 1911; (6) Report on Manual and Technical Instruction for the year 1911; (7) Education: Primary Education for the year 1911; (8) Report by the Inspector-General of Schools on the University Colleges of New Zealand, 1912.

South Africa:

Cape of Good Hope: The Education Gazette of the Province of the Cape of Good Hope, Volumes 12 and 13, 1913; Report of the Superintendent-General of Education for the year ending 30th Sept., 1911.

Orange Free State: Education Department, Report of the Director of Education for the Period 31st May, 1910 to 31st Dec. 1911.

Transvaal: Education Department: Report for the year ending 31st Dec., 1912; Circular No. 21, June, 1913.

Natal: Report of the Superintendent of Education for the year, 1912.

Mauritius Island:

Annual Report on Education, 1911.

Reports, etc., from the Dominion of Canada

Alberta:

Regulations of the Department of Education Governing the Public School leaving Examinations 1914, the Courses of Studies and Annual Examinations for Grades IX, X, XI, & XII for the year ending June 30th. 1914, and Teachers' Certificates.

British Columbia:

(1) Annual Report of the Public Schools of British Columbia, 1911-1912; (2) Department of Agriculture (Women's Institute) Bulletin No. 43, "Women's Institute Work in British Columbia."

Manitoba:

(1) Department of Education Annual Report, 1911; (2) Programme of Studies for the Schools of Manitoba, July 1st, 1913; (3) Consolidation of Rural Schools in Manitoba: a Special Report of the Department of Education for the year 1912; (4) Empire Day, 1913. Department of Education, Winnipeg; (5) Journals and Sessional Papers of the Legislative Assembly; (6) Statutes of Manitoba, 3 George V, Volumes 1 and 2.

New Brunswick:

Annual Report of the Chief Superintendent of Education, 1911-12.

Nova Scotia:

(1) Annual Report of the Superintendent of Education for Nova Scotia, 1912; (2) Journal of Education, April, 1913.

Ontario:

Prisons and Public Charities., Forty-fifth Annual Report of Inspector, 1912. Bureau of Archives, Eighth Report, 1911.

Queen's University: (1) Calendar of Queen's College and University for the year 1912-13, Part 1, "Arts and Theology;" (2) Bulletins of the Departments of History and Political and Economic Science, No. 6, Jan. 1913, "Should Canadian Cities Adopt Commission Government?" (3) No. 7, April, 1913, "An Early Canadian Impeachment"; (4) No. 8, July, 1913, "A Puritan at the Court of Louis XIV"; (5) No. 9, Oct., 1913, "British Supremacy and Canadian Autonomy."

University of Ottawa: Calendar, 1913-14.

University of Toronto: (1) The Calendar of the Faculty of Education, 1913-14; (2) The Calendar of the Faculty of Applied Science and Engineering, 1913-14.

Trinity University: Year Book, 1911-12.

Western University of London: Arts Department Calendar, 1913-14.

Miscellaneous—(1) "The Forum," published by the Literary Society of the Normal School, North Bay, Ontario; (2) "The Classic," published by the Normal School, Stratford, Ontario; (3) Calendar of the Technical Schools, Toronto, 1913-14; (4) Toronto Public Library Twenty-ninth Annual Report, 1912; (5) Canadian Purity Association Publications—(*a*) Hand Book, (*b*) Baby's Rights, (*c*) A Whole Life, (*d*) A Girl's Preparation for Marriage, (*e*) The Most Wonderful Story in the World, (*f*) Spring Flowers, (*g*) From Within, (6) Report of the Royal Commission on Coal Mining Disputes on Vancouver Island, 1913; (7) Second Annual Report of the Executive Council of the Strathcona Trust, July 1st, 1910 to June 30th, 1912; (8) Echoes from the Pines, Graduation Number, Ursuline College, Chatham, July, 1913; (9) Prospectus of the Ontario College of Art, Toronto, 1913-14; (10) "A Joint Catalogue of the Periodicals, Publica-

tions and Transactions of Societies and other Books, published at intervals, to be found in the various Libraries of the City of Toronto"; (11) Transactions of the Canadian Institute, No. 22, Volume IX, Part 3, Nov., 1912; (12) "The Observer's Handbook for 1913, published by the Royal Astronomical Society of Canada"; (13) "The Toronto Conservatory of Music Year Book, 1912-13"; (14) "A Review of Business Conditions during the year 1912, presented at the Annual Meeting of the Canadian Bank of Commerce, 1913"; (15) "Bibliography of Canadian Geology for the years 1908-11. (From the Transactions of the Royal Society of Canada.)"; (16) "Ontario Historical Society Annual Report, 1913"; (17) "Papers and Records of the Ontario Historical Society, Volume XI, 1913"; (18) "The Proceedings of the Ontario Library Association Thirteenth Annual Meeting"; (19) "A Selected List of Books Recommended by the Ontario Library Association."

Department of Agriculture, Ontario: (Bureau of Industries) Annual Report, 1911; Crop Bulletins, 114-117; (District Representatives) Bulletin, 208, "Farm Poultry and Egg Marketing Conditions in Ontario County, 1913"; (Agricultural College) Bulletin, 209, "Farm Forestry"; (Fruit Branch) Bulletin No. 210, "Strawberry Culture and The Red Raspberry"; No. 211, "Fruits Recommended for Planting in various parts of Ontario"; No. 212, "An Orchard Survey of Dundas, Stormont and Glengarry"; No. 213, "Bee Diseases in Ontario"; (Live Stock Branch) Bulletin, 214, "Sheep Raising in Ontario. Does it pay?"; (Institutes Branch) Bulletin, 215, "Demonstration Lectures in Domestic Science."

Department of Mines: Twenty-first Annual Report of the Bureau of Mines, 1912.

Prince Edward Island:

"Annual Report of the Public Schools, 1912."

Quebec:

(1) Report of the Superintendent of Public Instruction, 1911-12; (2) Annuaire de L'Universite Laval pour L'Année Académique, 1913-1914.

Saskatchewan:

Educational Association Proceedings of the Second, Third and Fourth Annual Conventions.

Department of Agriculture, Canada: International Institute of Agriculture Bulletins—Agricultural Statistics, Volumes 1, 2 and 3, 1911-13; Bureau of Economic and Social Intelligence: 1st year, Nos. 2 and 3, 1910; 2nd year, Nos. 1-12, 1911; 3rd year, Nos. 1-12, 1912; 4th year, Nos. 1-11, 1913; Bureau of Agriculture and Plant Diseases: 1st year Nos. 11 and 12, 1910; 2nd year Nos. 1-12, 1911; 3rd year, Nos. 1-12, 1912; 4th year Nos. 1-9, 1913; Monographs on Agricultural Co-operation in various Countries, Volume 1; Experimental Farms, Bulletin No. 72, "Milk Production in Canada."

Department of the Interior, Canada (Forestry Branch): (1) Report of the Director of Forestry, 1912; (2) Irrigation Map and Plans to Accompany the Annual Report of the Department of the Interior, 1912, and the Report of the Director of Forestry; (3) Bulletins: No. 33, Forest Conditions in the Rocky Mountain Forest Reserve; No. 34, Forest Products of Canada, 1911, Lumber,

Square Timber, Lath and Shingles; No. 35, Forest Products of Canada, 1911, Poles and Cross-ties; No. 36, Wood-using Industries of Ontario; No. 39, Forest Products of Canada, 1912, Poles and Cross-ties; No. 40, Forest Products of Canada, 1912, Lumber, Square Timber, Lath and Shingles.

Department of Labour: Report on Wholesale Prices in Canada, 1912.

Department of Mines (Mines Branch): (1) Annual Report on the Mineral Production of Canada, 1911; (2) Preliminary Report on the Mineral Production of Canada, 1912; (3) "Pyrites in Canada, its occurrence, exploitations, dressing and uses"; (4) "The Magnetic Iron Sands of Natashkwan, County of Saguenay, Quebec"; (5) "The Nickel Industry with special reference to the Sudbury Region"; (6) "Sections of the Sydney Coal-fields, Cape Breton"; (7) "Economic Minerals and Mining Industries of Canada"; (8) "Mineraux Industriels et Industries Minieres du Canada"; (9) "Rapport sur les Minerais de Tungstene du Canada"; (10) "Rapport sur les Dépôts de fer Chrome des Cantons de l'est de la Province de Quebec"; (11) "The Production of Copper, Gold, Lead, Nickel, Silver, Zinc and other metals in Canada, 1912"; (12) "Summary Report of the Mines Branch, 1912"; Bulletins—No. 4, "Enquête sur les Tourbieres et L'Industrie de la Tourbe en Canada, 1910"; No. 8, "Investigation of the Peat Bogs and Peat Industry of Canada, 1911."

Department of Mines (Geological Survey Branch): (1) Summary Report of the Anthropological Division, 1910-11; (2) Memoir No. 17—E, Geology and Economic Resources of the Larder Lake District, Ontario and adjoining portions of Pontiac County, Quebec, 1912; (3) Memoir No. 33, The Geology of the Gowganda Mining Division, 1913; (4) Memoir No. 35, Reconnaissance along the National Transcontinental Railways in Southern Quebec; (5) Additions to the Flora of Vancouver Island.

Commission of Conservation: (1) "Forest Conditions of Nova Scotia"; (2) "The Epidemics of Typhoid Fever in the City of Ottawa"; (3) "Mine Rescue Work in Canada"; (4) Conditions in the Clay Belt of New Ontario"; (5) "Lands, Fisheries and Game, Minerals"; (6) Agricultural Conditions in Canada, 1911"; (7) "Fur-farming in Canada."

Fifth Census of Canada, Bulletins I, III, VI, XII, XIII, and XIV.

Miscellaneous: (1) Report of the Royal Northwest Mounted Police, 1912; (2) Catalogue of Maps, Plans and Charts in the Map room of the Dominion Archives, 1912; (3) Women's Canadian Historical Society of Ottawa Transactions, Volume V; (4) Canadian Forestry Association Report of the Fifteenth Annual Convention, 1913; (5) Canadian Forestry Association Fourteenth Annual Report, 1913; (6) Map of Northern Alberta (Peace River Land District), 1913; (7) The Canadian Society of Civil Engineers, Charter, By-laws and List of Members, and Report of Annual Meetings, 1913; (8) The Grand Trunk Railway Company of Canada, Report of the Directors and Statements of Accounts, Dec. 1912; (9) Year Book and Annual Report of the Canadian Institute for the Session of 1912-13.

Reports from the United States

California:

(1) First Biennial Message of Governor Hiram W. Johnson, Jan., 1913; (2) Biennial Report of the California State Library, 1912; (3) State Library; New Notes of California Libraries: Index to Volume 7, Nos. 1-4, 1912; Volume 8, Nos. 1-4, 1913.

Connecticut:

Papers and Proceedings of the Music Teachers' National Association at its Thirty-fourth Annual Meeting: Studies in Musical Education, History, and Æsthetics.

District of Columbia:

Report of the Commissioner of Education for the year ended June 30th, 1912, 2 Volumes; United States Bureau of Education: Bulletins, 1908, No. 2, "List of Publications of the United States Bureau of Education, 1867-1907"; No. 3, "Bibliography of Education for 1907"; Bulletin, 1910, No. 3, "List of Publications of the United States Bureau of Education, 1867-1910"; Bulletin, 1911, No. 17, "List of Publications of the United States Bureau of Education available for free distribution, Oct., 1911"; Bulletins, 1912, No. 28, "Cultivating the School Grounds in Wake County, N.C."; No. 29, "Bibliography of the Teaching of Mathematics"; No. 30, "Latin-American Universities and Special Schools"; No. 31, "Educational Directory, 1912"; No. 32, "Bibliography of Exceptional Children and their Education"; No. 33, "Statistics of State Universities and other Institutions of Higher Education Partially Supported by the State"; Library Circular, No. 9, Monthly Record of Current Educational Publications, Dec., 1912"; Bulletins, 1913, No. 1, "Monthly Record of Current Educational Publications, Jan., 1913"; No. 2, "Training Courses for Rural Teachers"; No. 3, "The Teaching of Modern Languages in the United States"; No. 4, "Present Standards of Higher Education in the United States"; No. 5, "Monthly Record of Current Educational Publications, Feb., 1913"; No. 6, "Agricultural Instruction in High Schools"; No. 7, "College Entrance Requirements"; No. 8, "The Status of Rural Education in the United States"; No. 9, "Consular Reports on Continuation Schools in Prussia"; No. 10, "Monthly Record of Current Educational Publications, March, 1913"; No. 11, "Monthly Record of Current Educational Publications, April, 1913"; No. 12, "The Promotion of Peace"; No. 13, "Report of the Committee of the National Council of Education on Standards and Tests for Measuring the Efficiency of Schools or Systems of Schools"; No. 14, "Agricultural Instruction in Secondary Schools"; No. 15, "Monthly Record of Current Educational Publications, May, 1913"; No. 16, "Annotated Bibliography of Medical Inspection and Health Supervision of School Children in the United States for the years 1909-12"; No. 17 "A Trade School for Girls"; No. 18, "The Fifteenth International Congress on Hygiene and Demography"; No. 19, "German Industrial Education and its Lessons for the United States"; No. 20, "Illiteracy in the United States and an Experiment for its Elimination"; No. 22, "Bibliography of Industrial, Vocational and Trade Education"; No. 23, "The Georgia Club . . . for the Study of Rural Sociology"; No. 24, "A Comparison of Public Education in Germany and in the United States"; No. 25, "Industrial Education in Columbus, Ga."; No. 26, "Good Roads Arbor Day: Suggestions for its Observance"; No. 27, "Prison Schools"; No. 28, "Expressions on Education"; No. 29, "Accredited Secondary Schools in the United States"; No. 30, "Education in the South"; No. 31, "Special Features in City School Systems"; No. 32, "An Educational Survey of a Suburban and Rural County"; No. 33, "Monthly Record of Current Educational Publications, Sept., 1913"; No. 34, "Teachers' Pension Systems in Great Britain"; No. 36, "Report on the Work of the Bureau of Education for the Natives of Alaska, 1911-12"; No. 37, "Monthly Record of Current Educational Publications, Oct., 1913"; No. 38, "Report of the Committee of the National Council of Education on Economy of Time in Education"; No. 39, "The Ele-

mentary Industrial School of Cleveland, Ohio"; No. 40, "The Reorganized School Playground"; No. 41, "Preliminary Statements by Chairmen of Committees of the Commission of the National Education Association on the Reorganization of Secondary Education"; No. 42, "An Experimental Rural School at Winthrop College, Rock Hill, South Carolina"; No. 43, "Agricultural and Rural Life Day: Material for its Observance"; No. 44, "Organized Health Work in Schools"; No. 45, "Monthly Record of Current Educational Publications, Nov., 1913."

Massachusetts: (1) Annual Report of the School Committee of the City of Boston, 1912; (2) Fourth Annual Report of the Trustees of the Industrial School of the City of Beverly, 1912; (3) Massachusetts Institute of Technology, Entrance Examinations, 1913; (4) Lectures on Dr. Eliot's Five-foot Shelf of Books, No. 5, Biography; (5) Vocation Bureau: Record for 1913; Bulletin No. I, Vocations for Boston Girls; (6) The Boston Home and School News Letter, Volume 4, Nos. 2 and 3, 1913; (7) Peabody Museum of American Archæology and Ethnology: Harvard University Papers, Volume III., No. 5, 1913; (8) Cotton Chats, No. 127, 1913; (9) Bulletin of the Public Library of the City of Boston, Volume VI., No. 3.

Michigan: National Education Association—(1) Yearbook and List of Active Members revised to Dec. 31st, 1912; (2) Final Report of the Committee on Uniform Records and Reports to the National Council at the St. Louis Meeting, 1912; (3) Report of the Committee on Teachers' Salaries and Cost of Living, 1913; (4) Final Report of the National Committee of Fifteen on Geometry Syllabus, 1912.

Detroit Public Library: Forty-eighth Annual Report, 1912; Quarterly Bulletin, No. 12, 1912.

Grand Rapids Public Library: Bulletin, May, 1912.

Minnesota: Minnesota Trees and Shrubs.

New Hampshire: Report of the Superintendent of Public Instruction, 1912.

New Jersey: The Training School Bulletin, Volume X, No. 3, 1913.

New York: State Education Department—(1) State Museum Report, 64, 2 Volumes, 1910; (2) Arbor Day Annual, 1913; (3) State Drawing Conferences.

University of the State of New York, Bulletins—No. 542, "Vocational Schools"; No. 543, "Schools of Agriculture, Mechanic Arts and Homemaking."

Department of Education, City of New York, "Report of Public Lectures, 1911-12."

Carnegie Foundation for the Advancement of Teaching: Seventh Annual Report of the President and Treasurer, 1912.

Cornell University. Cornell Reading Courses, Lessons for the Farm Home —Volume II, No. 29, Food Series No. 7, "Cost of Food"; Volume II, No. 31, Sanitation Series No. 2, Household Bacteriology; Volume II, No. 39, Farm House Series No. 6, with Supplement, "The Farmhouse."

Library of Congress: (1) Report of the Librarian of Congress and Report of the Superintendent of the Library Building and Grounds, 1912; (2) A Check List of American Eighteenth Century Newspapers in the Library of Congress; (3) Publications of the Library issued since 1897; (4) The Bibliography of International Law, (5) Select List of References on the Conservation of Natural Resources in the United States; (6) Classification E-F America, 2nd ed., 1913; (7) Classification Q, Science; (8) Select List of References on the Monetary Question; (9) Calendar of the Papers of John Jordon Crittenden, prepared from the Original Manuscripts in the Library of Congress; (10) Catalogue of Early Books on Music (before 1800).

Smithsonian Institute: Annual Report of the Board of Regents, 1911.

Department of Commerce and Labour: (Bureau of the Census) Bulletins—112, "Morality Satistics," 1911; 115, "Supply and Distribution of Cotton for the year ending August 31st, 1912; 116, "Cotton Production, 1912"; (Thirteenth Census of the United States, 1910). Bulletins—"Mining," "Agriculture," "Poputon," "Irrigation," "Special Reports," "Abstract of the Census."

Bureau of Railway Economics: Bulletin No. 53, "The Arguments for and against Train-crew Legislation."

Department of Agriculture: (1) Farmers' Bulletins—526, "Mutton and its Value in the Diet"; 535, "Sugar and its Value as Food"; 559, "Use of Corn, Kafir and Cowpeas in the Home"; (2) Office of Experiment Station Bulletin 255, "Educational Contests in Agriculture and Home Economics"; (3) "Raisins, Figs, and Other Dried Fruits and Their Use"; (4) "Some Results Obtained in Studying Ripening Bananas, with the Respiration Calorimeter."

Illinois: (1) The Religious Education Association Preliminary Programme of the Decennial Convention, 1913; (2) Evanston Public Library Thirty-ninth Annual Report, 1912; (3) Evanston Public Library Fortieth Annual Report, 1913; (4) The John Crerar Library Eighteenth Annual Report, 1912.

Maryland: American Home Economics Association: Home Institutions. School Series 1, No. 3, 1913; The Cornell Meeting, 1913; Judicial Settlement of International Disputes: Conference at Washington, D.C., 1912; Legal Problems Capable of Settlement by Arbitration.

International Conciliation: No. 6, "The Cosmopolitan Club Movement"; No. 62, "The Spirit of Self-Government"; No. 64, "Internationalism"; No. 65, "The Interparliamentary Union"; No. 66, "The Opportunity and Duty of the Press in Relation to World Peace"; No. 70, "Arbitration and International Politics"; Bulletins of Books, Pamphlets, and Magazine Articles dealing with International Relations, February to July, 1913.

New York Peace Society: (1) Year Book, 1912; (2) The Baseless Fear of War; (3) The Exemption of Coastwise Shipping: Why It Should be Repealed.

Russell Sage Foundation: Department of Child Hygiene, No. 57, "Activities and Publications, 1912."

Report of the Nineteenth Annual Lake Mohonk Conference on International Arbitration, 1913; Annual Report of the New York State Library, 1912; New York Libraries, Volume 3, Nos. 7 and 8, 1913.

American Association for Labour Legislation: Bulletins, Volume VIII, No. 1, 1913, "National Labour Legislation;" No. 2, 1913, "International Labour Legislation and National Labour Legislation."

State Charities Aid Association: "The Feeble-Minded in New York."

National Civic Federation: "Mercury Poisoning in the Industries of New York City and Vicinity."

National Society for the Promotion of Industrial Education: (1) Work Accomplished (1912-13); (2) "Facilities for Industrial Education"; (3) The Need of Industrial Schools in the United States; (4) Principles and Policies that should underlie State Legislation for a State System of Vocational Education; (5) Notes on Current Legislation; (6) Vocational Education in Wisconsin; (7) Vocational Education: an Address by Dr. Nicholas Murray Butler; (8) Practical Arts and Vocational Guidance; (9) Vocational Educational Legislation, 1912-13; (10) The Meaning of Industrial Education; (11) Vocational Education (Reprint from the Indiana Education Law, etc.); (12) Proceedings of the Sixth Annual Meeting, 1912.

Ohio: The Ohio State University Bulletin, Volume XVI, No. 30, "Manual Training for the Grades College of Education"; Agricultural College Extension Bulletins: Volume VIII, No. 4, "Seeing Horses"; No. 5, "Home Butter Making"; No. 6, "A Corn Catechism"; No. 7, "A Farm Garden"; No. 8, "Cutworms, Wireworms, and White Grubs"; No. 9, "The Planting of Home Grounds"; No. 10, "Suggestions for the Dining Room"; Proceedings of the Ninth Annual Conference on the Education of Backward, Truant, Delinquent and Dependent Children.

Philippine Islands: Eleventh Annual Report of the Bureau of Science, 1912.

Texas: Baylor University Bulletin, Volume XVI, No. 1, "Religious Education and the Christian College"; No. 2, "Announcement of Twenty-fourth Summer Quarter, 1913"; No. 3, "The Catalogue, 1912-13, and Announcements for 1913-14."

Vermont: Library Commission, Volume VIII, No. 3; Volume IX, No. 1.

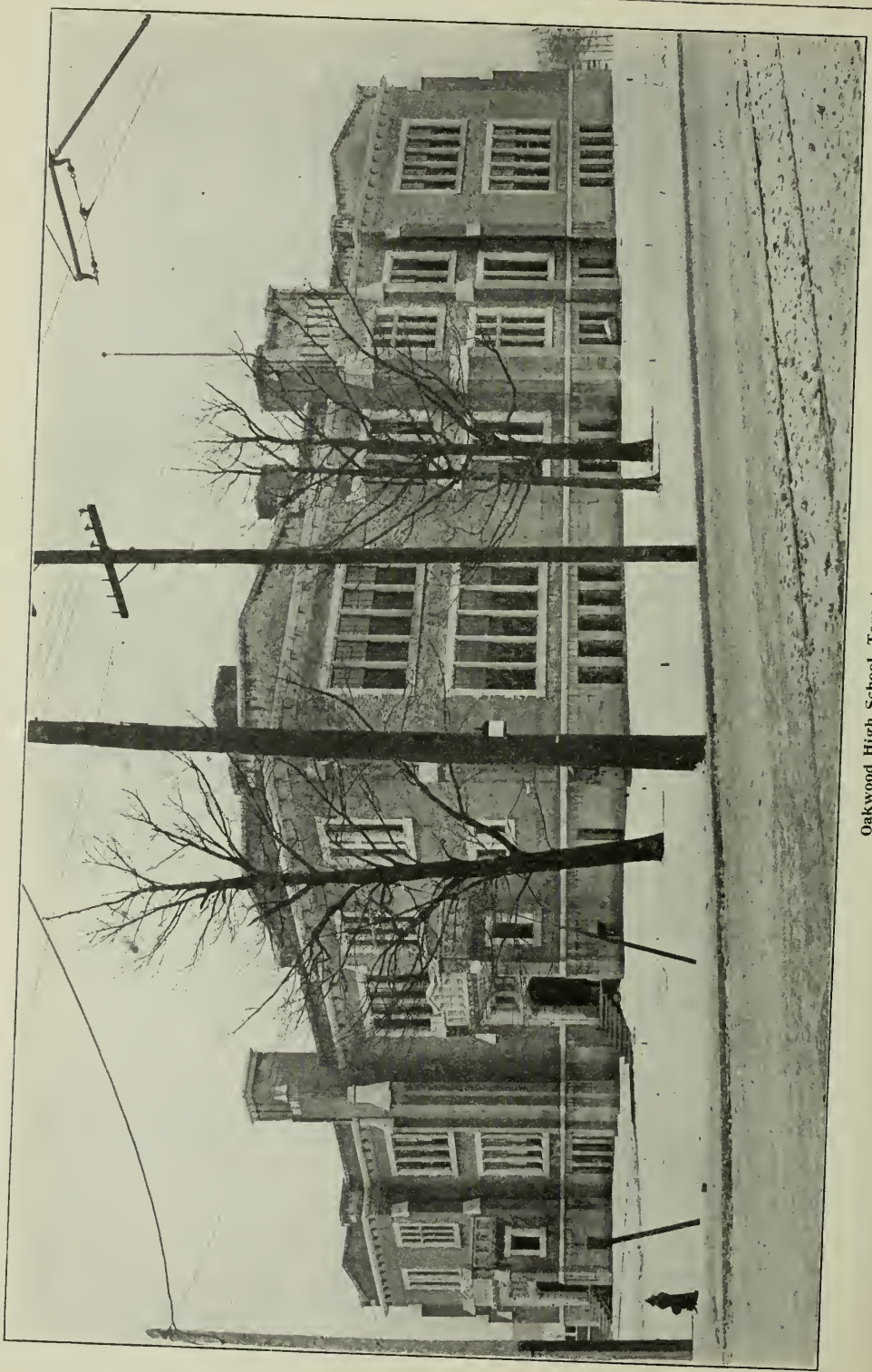
Virginia: West Virginia University, Agricultural Experiment Station: Department of Chemistry, Inspection Bulletin No. 1, "Commercial Fertilizers Inspection, 1912; Department of Horticulture, Bulletins: No. 140, "Potato Culture in West Virginia"; No. 141, "Rejuvenation of Old Orchards."

Wisconsin: Educational News Bulletin, December, 1912.

Foreign Reports

Argentine: El Monitor de la Educación Común, Buenos Aires, 1912-13 (issued monthly).

Italy: Bollettino Ufficiale del Ministero Dell' Istruzione Pubblica, Rome, 1912-13 (issued monthly).



Oakwood High School, Toronto

APPENDIX K

REPORTS OF THE INSPECTORS OF HIGH SCHOOLS

I. REPORT OF INSPECTOR WETHERELL

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario.

Sir,—I have the honour to submit herewith my Annual Report on the High Schools and Collegiate Institutes in my inspectorate.

During the academic year 1912-1913 it was my privilege to visit the Collegiate Institutes at Clinton, Fort William, Goderich, Guelph, Niagara Falls, Owen Sound, Port Arthur, Seaforth, Toronto (Harbord Street), Toronto (Parkdale), Toronto (Jarvis Street), Toronto (Humberside), and the High Schools at Arthur, Beamsville, Brampton, Caledonia, Cayuga, Chesley, Dundas, Dunnville Elora, Fergus, Grimsby, Hagersville, Harriston, Kenora, Kincardine, Listowel, Mitchell, Mount Forest, Niagara, Niagara Falls South, North Toronto, Oakville, Paris, Port Dover, Port Elgin, Sault Ste. Marie, Smithville, Streetsville, Thorold, Toronto (Commerce and Finance), Toronto (Malvern Avenue), Toronto (Oakwood), Toronto (Riverdale), Walkerton, Waterdown, Welland, Wiarton, Wingham—50 Schools.

Accommodations

The year has witnessed the erection and re-construction of a large number of school buildings. The new Oakwood High School Building (Toronto), formally opened on February 21st last, is one of the very best school buildings in the Province; in some important respects it has no peer. In North Toronto an admirable new building has been erected between Broadway Avenue and Roehampton Avenue; and the school has now moved from its very unsuitable temporary quarters to the new building. In Fort William a new wing has been added to the main building, which was erected in 1907; the wing contains a gymnasium and class-rooms. In Kenora a new building is now approaching completion. At Niagara Falls the accommodations have been extended so as to include a gymnasium and an assembly room. A new wing was last year added to the Humberside Collegiate Institute. The High School buildings at Hagersville, Cayuga, and Mitchell, have been re-constructed or extended. In Welland a sum has been voted by the Town Council for the erection of a new building, and the plans have been approved. The re-construction and extension of the Malvern Avenue High School (Toronto) are now in progress and will soon be completed. Sites for new high school buildings have been secured in Beamsville and Port Dover, and it is believed that building operations will begin in the coming spring. All these activities indicate clearly that increasing interest is being taken in secondary education in Ontario.

Gymnasia for High Schools

It would appear that the time has now come for urging upon High School Boards the need of better accommodations for physical exercises. In my inspectorate only three High Schools (as distinguished from Collegiate Institutes) have

gymnasia. These schools, Kincardine, Mitchell, Niagara-on-the-Lake, enjoy, especially during the winter months, great advantages over the other High Schools. The gymnasium for small High Schools need not be costly. The recorded values of the three just named are $1,425, $550, $800, respectively. The sum of $1,500 would amply meet all requirements in schools which have an attendance no larger than one hundred.

Congestion of Attendance

In many of the larger schools the attendance has quite outgrown the present accommodations. During the past year I found the greatest congestion in Parkdale, Humberside, Guelph, Jarvis Street, Harbord St., and Riverdale,—five of the six in Toronto. Parkdale had eight classes with forty or more pupils; Humberside, five classes; Guelph, four classes; Jarvis Street, four classes; Harbord Street, four classes; Riverdale, four classes. In Owen Sound, Welland, and Wingham, two or more classes were overcrowded. Steps have now been taken to remedy the evil in nearly all these centres.

Comments on Some Subjects of the Course

Writing.—The writing of the Lower School pupils varies, as might be expected, according to the skill and zeal of the teachers of that subject. Very remarkable results were obtained in the High School of Commerce and Finance, Toronto. In the classes which I examined I did not find a bad writer. Of fifty-two pupils tested in the Lower School I was able to grade thirty-seven as good and fifteen as fair. These pupils, it must be added, took a writing lesson every day under a very skilful instructor. During my visit to the High School of Commerce and Finance I noticed that there were no left-handed writers. The writing master made enquiries in all the forms and found that eleven of his pupils had once used the left hand for writing, but that the habit of using the right hand had been successfully established at a very early age. Four pupils had been made to change in the junior second book and seven in the first book class. It would appear that when a change is made in this respect it should be made in one of the lowest grades of the Public School before the habit of using the left hand has become inveterate. It is now pretty well established that the left-handed habit is due to deep-seated causes and that a change cannot be easily (some say not safely) effected in the High School. It is alleged that attempts to make this radical change at a late period of adolescence have occasionally produced stammering. However that may be, the secondary schools need not worry the left-handed writers.

Oral Composition.—This subject is perhaps the most difficult to teach of all the subjects of the course. I have had occasion during the past year to give advice to many of the younger teachers in regard to a species of work which seems to be unprofitable. In many schools I find that the oral work of the pupils is not effectively criticised by the teacher. When the half-hour is handed over wholly to the pupils, the teacher vacating the platform and leaving entirely in abeyance his functions as instructor, much valuable time is usually wasted, and the pupils are amused rather than profited. If timely and adequate criticism is omitted, the main value of the exercise is lost. In my opinion, the teacher of oral composition should never, excepting in the literary society, abdicate his office and functions. If the teacher is competent, no pupil in the class should or can take his place.

Physical Education

During the past year the conviction has been brought home to me on many occasions that the almost universal practice in Collegiate Institutes of giving to physical exercises each week three periods of thirty minutes each is not an ideal arrangement. It usually happens that the teacher keeps the exercises going only fifteen minutes or twenty minutes of the thirty minutes prescribed. The instructor finds that vigorous training for fifteen or twenty minutes is the maximum which a considerable number in each class can stand. The rest of the time allotted on the time-table to such exercises is often wasted. It would be much better to distribute over the five days of the week the ninety minutes per week prescribed. Physical exercises, of whatever kind, should come every day if the best results are to be attained.

Lower School Literature

For some years the teachers of English literature have been allowed to select the books used for class study. The following schedule will indicate clearly what sort of choice was made last year in the fifty schools of my inspectorate. The list should be of much value to the younger teachers. In some cases, as will be seen, the choice was not entirely wise. On the whole, however, the situation was very satisfactory. The number attached to each title indicates the number of schools out of fifty which used the particular text. *Poetry*—"The Lady of the Lake" (26), "The Merchant of Venice" (23), "Julius Cæsar" (20), "As You Like It" (10), "Evangeline" (10), "The Lay of the Last Minstrel" (8), "Midsummer Night's Dream" (8), Selections from Tennyson (8), One of Tennyson's Idylls (7), "Macbeth" (4), "The Tempest" (4), "Richard II." (2), "Twelfth Night" (2), "Miles Standish" (2), "Tales of a Wayside Inn" (2), "The Princess" (1), "Henry IV." (1), "Hamlet" (1), Selections from Browning (1), Selections from Wordsworth (1). Various collections of short poems, mostly narrative, were in use in many schools.

Prose—"Silas Marner" (17), Selections from Irving (16), Ivanhoe (12), "A Tale of Two Cities" (5), "The Cricket on the Hearth" (4), "Kenilworth" (3), "A Christmas Carol" (3), Kingsley's "The Heroes" (3), Selections from "Makers of Canada" (2), Church's "Story of the Odyssey" (2), "Sesame and Lilies" (2), "Treasure Island" (2), "Cranford" (1), Van Dyke's "The Other Wise Man" (1), "Tanglewood Tales" (1), "Our Mutual Friend" (1), "Little Dorrit" (1), "The Vicar of Wakefield" (1), "The Talisman" (1), "Old Mortality" (1), Burroughs' "Sharp Eyes" (1), Carlyle's "Burns" (1), "Arabian Nights" (1), "The Autocrat of the Breakfast-table" (1), Peabody's "Old Greek Stories" (1), "Lorna Doone" (1), "The Mill on the Floss" (1), Hawthorne's "The Wonder-book" (1), "David Copperfield" (1).

It should be clearly understood that all these books were employed for the regular class-work, as distinguished from the books selected for "Supplementary Reading."

Manual Training and Domestic Science

In only three of the schools of my inspectorate was Manual Training taken up last year,—Owen Sound, Port Arthur, Oakwood (Toronto).

Domestic Science was taken up in these three schools, as well as in Thorold and Niagara Falls South.

Another Inspector will report on these departments of High School work.

Teaching for Examinations

I regret to report that a considerable number of teachers, on occasion, lose sight of the fact that their proper work and chief aim should be the mental development of their pupils, not the preparation of their pupils for examinations. There is no doubt that devotion to the former will always compass the latter. I noted down during the year the following sentences to illustrate here to what a lamentable extent the examination obsession has some teachers in its grip:—

"You might be asked for the meaning of this word."

"You may be asked for these two treaties."

"If they ask you, you could remember these points."

"If you gave that answer on an examination paper you would get no marks for it."

"Put it down so that anyone marking your paper will understand you."

"This construction will bring you the mark but it is not very good Latin."

It is difficult to understand how any educationist can resort to such undignified practices in order to produce an impression, or can imagine that such methods are really of any appreciable advantage.

Qualified Teachers

I am glad to report that during a whole year I found in the schools of my inspectorate only two teachers without regular certificates. These, however, both held temporary certificates from the Department of Education.

New Teachers

I found last year in the fifty schools which I visited twenty-nine new teachers. I inspected the work of twenty-one others who had taught only one year. Among these fifty I am pleased to say there are many who will bring credit to their profession. Indeed, I have not seen so many promising beginners in any single year before.

Changes in Staffs in a Period of Five Years

The schools which I visited last year I had not seen for five years, and it will be interesting to note what changes had occurred in the personnel of the staffs in that period.

In the Collegiate Institutes 47 of 97 teachers had retained the positions held five years ago. In the High Schools only 22 out of 117 had retained their former positions. Indeed, the rural High Schools have suffered much inconvenience and educational loss from the frequent changes which for various reasons they have been obliged to make. Twenty-two of the fifty schools had at the time of my later visit not one member on the staff who had been on the staff of the same school five years before; and some of these schools had actually changed the whole staff two or three times in the five year period.

Art Specialists

I found Art Specialists in only three of the schools,—Niagara Falls, Humberside, and Riverdale. Until the supply of Art Specialists is greatly increased it will be impossible to insist on the Collegiate Institutes engaging Art Specialists. I have, however, pressed the need of Specialists on the Collegiate Institutes of the metropolis.

The only schools that earned the Special Grant for Middle School Drawing (Regulation 28) were Niagara Falls and Humberside.

Number of Pupils Taking Foreign and Ancient Languages

Total number of pupils in 50 schools	7,208
Number taking Latin (75%)	5,428
Number taking Greek (2½%)	189
Number taking French (71%)	5,158
Number taking German (20%)	1,471

I found the largest percentage of pupils taking these four languages in the Harbord St. Collegiate Institute and the Jarvis St. Collegiate Institute (Toronto). Indeed, the percentage of language pupils in these two schools is phenomenal. In Harbord St. Collegiate Institute 575 pupils take Latin (93%). In Jarvis St. Collegiate Institute 430 take Latin (93¾%).

The statistics for the other three languages in these two great schools are as follows:

French—Harbord St. C. I. 589 (95%).
Jarvis St. C. I. 437 (95%).
German—Harbord St. C. I. 344 (55%).
Jarvis St. C. I. 176 (38%).
Greek—Harbord St. C. I. 42 (6¾%).
Jarvis St. C. I. 39 (8½%).

Division of the School Day

It may be interesting to know that there are three main methods of dividing the day into class-periods. In 22 schools I found 9 class-periods, 5 in the forenoon and 4 in the afternoon. In 23 schools I found 10 periods, 5 in the forenoon and 5 in the afternoon. In only five schools I found 11 periods, 6 in the forenoon and 5 in the afternoon. One school, Oakwood High School (Toronto), on account of its distance from the street cars, had only one session in the day, with a short intermission at noon for luncheon. The question of a single session for all the Toronto schools is now under discussion.

Night Schools

Last year Night High Schools were established in Toronto for the first time at three widely separated centres,—Harbord Street Collegiate Institute, Jarvis Street Collegiate Institute, and the High School of Finance and Commerce. The detailed reports of my visits to these Night High Schools are already in your hands. A brief summary of some of the features of those reports is here given.

Harbord St. Night Classes. Inspected Feb. 5th and 6th. Classes were held five nights in the week. Average enrolment, 93. Teachers from the regular staffs doing service in the Night Classes, ten. Subjects taught— Latin, 58 pupils; French, 55 pupils; German, 30 pupils; Greek, 9; Algebra, 67; Geometry, 67; History, 70; English Grammar, 70; English Literature, 70; English Composition, 70; Chemistry, 40; Physics, 40. Fees, $5 per term (three terms); for junior classes, $3 per term. For one subject only, $2 per term. Some of the night pupils took the full matriculation course. The average age of the night pupils was about seventeen years. Several pupils over thirty years of age were in attendance.

As this was the first year in the history of this night school the organization was tentative. Each subject was taken only once a week. The Board of Education should increase the staff, if necessary, and every subject should appear on the programme at least twice a week.

Jarvis St. Night Classes. Inspected Feb. 17th and 18th. Classes were held five nights a week. Average enrolment, 105. All the eleven teachers were from the day staffs of the Toronto schools. Subjects taught (with number of pupils taking each subject), English and History, 58; Mathematics, 51; Latin, 41; French and German, 57; Physics and Chemistry, 23. Fees on same scale as at Harbord St. As at the Harbord St. Night School, practical work by the pupils in Science was quite impossible with one lesson a week in each subject.

Night Classes at School of Finance. Inspected March 10-11. Classes held five nights a week. Twelve of the teachers were qualified members of the day staffs. Average attendance for five months, 519. Eighty pupils of this school took their lessons in the Queen Alexandra Public School. Subjects taught (with number taking each subject): Bookkeeping, 149; Penmanship, 173; Stenography, 231; Typewriting, 211; Mathematics, 113; Practical English, 65; French, 46; German, 13. No fees in this Night School. Average age of all pupils about nineteen years.

The salaries in all the Night High Schools are uniform. Each teacher receives for a night's work one-half the amount which he receives for a day's work in the Day High School.

Indian Pupils in the Caledonia High School

The Town of Caledonia is situated in the most famous of the Indian districts of Ontario. It is surrounded by the townships of Onondaga, and Tuscarora, in Brant County, and Oneida, Seneca, and Cayuga, in Haldimand County. Its principal newspaper, the Grand River Sachem, has an Indian title. The High School is unique among the High Schools of the Province in respect to the percentage of Indian pupils. More than ten per cent. of the pupils of this High School are of aboriginal origin. The ten pupils whose bright faces are seen in the accompanying picture are, of course, not entirely of Indian blood, although they all live in "The Reservation." One-half or one-quarter strain would probably represent the quota of Indian blood in most of them. Still they are all sprung from the Iroquois who long ago dwelt in New York State,

> "Where down the Genesee the water roars,
> Where gentle Mohawk purls atween its shores,"

and who, after the Revolutionary War, came as Loyalists under Brant to the Grand Valley. Their ancestors were those dusky warriors whom Parkman designates as "foremost in war, foremost in eloquence, foremost in savage arts of policy." They are of the race of Pauline Johnson, the gifted poet recently deceased, and Longboat, the swift-footed, both bred in this very region. The chase and the war-path the Iroquois know no more. The pacific pursuits of agriculture and the various industries claim their time and attention now. The fathers of three of these Indian pupils are farmers: the fathers of three are millers. As to their Indian ancestry, seven of them claim descent from the Mohawks; one is descended from the Seneca tribe, one from the Cayuga, and one from the Tuscarora. As to religious persuasion, seven report themselves as Anglican, and three as Baptist.

All these pupils have passed the Entrance examination in the usual way. They were prepared for this examination at different schools on "The Reserve," mostly by teachers not of Indian descent. Four of these pupils are in Form First; four are in Form Second; and three are in the Middle School, Form Third.

Pupils of Iroquois descent, Caledonia High School

An enquiry as to their favourite subjects of study elicited no marked predilection; their tastes are remarkably diverse. In out-door exercises, however, the Indian habit proclaimed its persistence. The athletic games of the school had been held the week before my visit, and nearly all the chief events had been won by the Indian pupils. All the foot-races without exception were won by the dusky pupils; as were also the general championships.

I believe there are a few Indian pupils in one or two of the neighbouring schools, not in my inspectorate; but even in Brantford, the very heart of the old reservation, named after Brant himself, the aboriginal race has not so many representatives who are aiming at a high educational status as I found in the Caledonia High School.

I have the honour to be, Sir, your obedient servant,

Toronto, December 26th, 1913. J. E. Wetherell.

II. REPORT OF INSPECTOR SPOTTON

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario.

Sir,—I have the honour to report as follows upon my work as High School Inspector for the academic year 1912-13.

During the year I visited the Collegiate Institutes at Barrie, Brockville, Collingwood, Hamilton, Kingston, Lindsay, Ottawa, Perth, Renfrew, St. Catharines, Smith's Falls, and Vankleek Hill, 12 in number, and the High Schools at Alexandria, Almonte, Arnprior, Athens, Aurora, Bradford, Brighton, Campbellford, Carleton Place, Colborne, Cornwall, Gananoque, Gravenhurst, Haileybury, Hawkesbury, Iroquois, Kemptville, Madoc, Markham, Meaford, Midland, Newburgh, Newmarket, North Bay, Norwood, Omemee, Orangeville, Pembroke, Penetanguishene, Plantagenet, Port Perry, Prescott, Rockland, Stirling, Sudbury, Sydenham, Uxbridge, and Weston, 38 in number, making a total of 50 schools.

Buildings

The great majority of these schools had not been inspected by me during the previous four years, and I found it extremely interesting and instructive to compare present conditions with those prevailing at the time of my last visits. In a considerable number of cases I found very marked improvements in the matter of accommodations; in other cases the four years' interval might have been completely eliminated so far as any effort on the part of local Boards to ameliorate unsatisfactory conditions was concerned.

At Brockville, Lindsay, Ottawa, Alexandria, Arnprior, Newmarket, North Bay, Orangeville, and Stirling, highly satisfactory enlargements had been made, amounting in some cases—notably Ottawa and North Bay—to practically new buildings of a very high class. At Kingston, St. Catharines, Orangeville, North Bay, and Renfrew, new gymnasia had been provided. At Smith's

Falls, Sudbury, and Haileybury, fine new buildings had been erected, and at Athens and Sydenham additions were in progress which will, when completed, put the schools there on a very satisfactory footing. At Weston, a very fine new building has just been completed, and at Barrie plans of extensive enlargement are being carried out which will make the accommodations there worthy of a place with those of the best Collegiate Institutes.

Of the 50 buildings inspected, 29 are placed in Grade I, 16 in Grade II, 3 in Grade III, and 2 in Grade IV. In a few cases, 7 in all, the High and Public Schools share the same building.

In 9 schools there are no private rooms for the teachers. This condition obtains, chiefly, of course, in the most antiquated buildings. Not only have the teachers in these schools no suitable place for hanging cloaks, hats, etc., and storing their books and necessaries of various kinds, but, what is more serious, the Principal has no place in which to receive persons having business with him in relation to school matters, or in which to hold necessary private conferences with members of his staff and pupils of the school. In pleasing contrast with these cases, the great majority of the schools are provided with comfortable private quarters for the teachers, and often separate rooms for the ladies. In the better buildings the Principal has a room to himself, and due attention is paid to the proper furnishing and decoration of all the private rooms.

Except in the newer buildings, the provision for ventilation is not uncommonly inadequate, and in a number of cases the only means of getting fresh air into the rooms is by opening the windows, a dangerous proceeding for those who are obliged to sit in the immediate neighbourhood of these windows, as I have already pointed out in previous reports. I have myself frequently experienced the discomfort arising from this cause, when compelled to sit, even for a short time, in a draughty class-room, and I can well understand how the pupils must suffer when unable, for considerable periods, to escape the cold air-currents on a wintry day. In the more recently erected buildings the ventilation is generally very good, and it is not difficult to discern the difference between the general cheerfulness of the classes in such buildings and the lassitude of those occupying the stuffy class-rooms of the badly ventilated ones.

Physical Culture

I am glad to be able to report that the work in Physical Training continues to receive increased attention, and that in most of the schools the provision made, both in regard to the qualification of the instructors and the time allotted to the work, is of a satisfactory character. In nearly all the Collegiate Institutes and in some of the High Schools, the accommodations in the way of gymnasia and assembly-halls are such as to permit of a very high degree of efficiency in the work. In other cases, where the ordinary class-rooms and halls are pressed into the service when the weather does not admit of out-door exercises, it is quite remarkable how much can be accomplished under enthusiastic managers. That this work is, wherever it is properly carried on, extremely popular with the pupils, and contributory to their physical and mental well-being, cannot be doubted by anyone who has had the privilege of visiting the classes and conferring with the principals and teachers as to the results of their experience. The thoughtful statement of Principal Steele of Orangeville High School, which forms part of Inspector Wetherell's report of last year, only expresses, I am sure, the sentiments of all observant educators.

In only 6 of the 50 schools inspected by me had no provision been made for Physical Culture, and as there were real difficulties to be overcome in these cases, chiefly in finding suitable accommodation for the classes, these schools should, I think, be considered as exceptional, rather than as indifferent to the value and importance of the work.

The improved facilities for the instruction of teachers in Physical Training will be of the greatest service in bringing about a thorough systemization of this work in the schools, and establishing a recognized standard of excellence.

Reading, Writing and Spelling

Special attention was paid by me in all the schools to an examination of the work done in these fundamental subjects. The tests given were confined this year to the Lower School forms, those in Writing almost exclusively to the last class of entrants, while those in Reading and Spelling were not limited in this way, but often embraced the second year classes as well.

I examined 2,016 pupils in Reading, the numbers in the First and Second Forms, respectively, being roughly about the same. Of the whole number, I estimated 51 per cent. as good, 42 per cent. as fair, and 7 per cent. as poor. In the previous year, in a different set of schools I examined under similar circumstances almost exactly the same number of pupils, and recorded the percentages as 47 good, 45 fair, and 8 poor. In general the teaching of the subject in the High Schools is satisfactory, as shown by the usually better results of tests in the second year classes as compared with those in the first year classes. The importance of keeping the teaching of Reading throughout the school as far as possible in the hands of the same teacher is not universally recognized, and there are some notable instances of inferior work even in the second year. Attention was directed to all such cases, and improved organization and additional stressing of the subject recommended.

In Writing the work examined was practically altogether that of First Form pupils, and for the shortcomings here the High School cannot be held responsible to any considerable degree. I examined 1,415 pupils, and of these I estimated 37 per cent. as good, 45 per cent. as fair, and 18 per cent. as poor, the standard set being such as seemed reasonable in the case of pupils who had but recently passed the Entrance examination. There is, I think, a greater diversity of attainment in this subject, in different localities, than in either Reading or Spelling. This fact is due apparently to the different estimates placed upon the importance of the subject in the different schools from which the pupils come, and also to the permanence or otherwise of the teachers' positions in these schools, frequent changes being, apparently, specially disastrous to efficiency in this line of effort. Another cause of the rather low general percentage of good work in Writing is, I feel sure, the almost universal neglect to enforce proper methods of holding the pen. Almost everywhere are to be seen pupils in the Writing classes holding pens in such ingeniously cramped ways as to entirely prevent any freedom of movement. Such pupils may learn to write legibly, but that is the most that can be said. To produce anything graceful and agreeable to the eye is entirely beyond them.

In Spelling, as in Reading, the pupils examined belonged about equally to the First and Second Forms. The tests given were of practically the same standard for both Forms. I examined altogether 2,521 pupils in this subject, and I estimated 32 per cent. of them as good, 37 per cent. as fair, 24 per cent. as poor, and 7 per cent. as bad. The estimates I made in the previous year, in a different

set of schools, were 35 per cent. good, 37 per cent. fair, 28 per cent. poor or bad. There is, as will be seen, very little variation in the results of the two sets of tests. Here again the High School is only partially responsible for defects, but so long as we admit to the High Schools pupils deficient in the spelling of the commonest English words, we are, I think, bound to guard their interests after admission, and do what is possible to send them on as free as possible from the reproach not uncommonly levelled at them by our business men, that they cannot be trusted to write an ordinary letter or make out an ordinary business paper on account of their inability to spell. And it cannot be repeated too often that what is wanted is practice in spelling the words of every day use. The exercises witnessed in the schools are too frequently concerned with words that the pupils may not have occasion to use once in a lifetime.

Science

In connection with this work, it is gratifying to note the steady advances which are being made in improving laboratory accommodations and equipment. In a considerable number of the schools, the enlargements of the buildings have included entirely new and modern laboratories, while in other cases an effective remodelling of existing rooms and furniture has been carried out. In some of even the smallest schools a satisfactory amount of individual work by the pupils is possible.

In the matter of equipment, the weakest point is the insufficient supply of biological material for class use. Very few schools report even the minimum value demanded by the Regulations. It seems to me that the time has come when pressure should be applied to secure compliance with the altogether reasonable demands of the Department in this regard. As to the necessity for the expenditure, in the interests of effective teaching, there can be no difference of opinion.

The pupils' exhibits, in the way of notes and collections, continue to be generally creditable. Differences observed depend almost altogether on the efficiency or otherwise of the supervision exercised by the instructors. The collections of insects, seeds, and plants, which I examined, were in general very neatly put up. In a good many cases, however, the full value of the collections was not attained, through inattention to naming and classifying. The mechanical process of preserving and mounting specimens is of little educational benefit in itself, but can be made of great service in stimulating intelligent interest in nature study, when properly correlated with the work in the laboratory. To quote from the Manual of Suggestions: "The out-of-doors work should bring an interest and meaning to the laboratory work, while the laboratory practice should explain the out-of-door and incite to further and deeper observation." I quote also the following from Lloyd and Bigelow's admirable book on the teaching of Biology: "If a collection of dried plants is required of the pupil these should be very carefully prepared, and to this end fewer specimens should be asked for, since it is much better educationally to do this well than to gather together a lot of poor scrappy specimens. . . Far better than the usual method of collecting indiscriminately a lot of plants from here and there, without a directive idea, is to collect those of a particular habitat, or those of the same species growing under different environmental conditions, or those illustrating similar habits of activity, etc. . . The teacher's work is to show the pupils how to collect intelligently and to get the most out of their collections. The best material collected should, if the pupil is willing, be properly labelled and contributed to the museum collection, and the practice of constantly

eliminating the less instructive specimens should be followed. . . The school collection will in this way be made an especially fine one, every specimen being as nearly perfect as it is possible to make it."

A word as to the necessity of providing simple instruments, such as a sharp knife, a hand-lens, and a pair of needles in suitable handles, for practical work in elementary Botany and Zoology. Too often I have found pupils with specimens in their hands, straining their eyes to make out minute points of structure only to be properly observed with the aid of a lens; and the use of needles for dissecting and separating delicate parts is rather the exception than the rule. My own long practice in this work convinced me of the absolute necessity of special preliminary instruction, for young pupils, in the use of the simple tools referred to. The mode of holding the lens, of adjusting its distance from the eye, of securing the best light, and of adjusting the object under inspection so as to get the best results with the least delay, would all seem to be very simple matters, but only those who have been in close touch with children in their early efforts to do these things can realize how much patience is needed to reach efficiency in these preliminaries. The comfort and pleasure of the pupils in pursuing their investigations are immeasurably enhanced by the possession of the necessary instruments, and confidence in their ability to use them to advantage. In this connection, I should point out that it is a very common experience to find only a portion of a class provided with lenses. The children often lose them or forget to bring them to school. To obviate this difficulty, and to ensure that every member of the class shall be ready for practical work at the proper time, the schools should, I think, provide sufficient sets of instruments for class use. These could be distributed at the beginning of a lesson and collected again at the close. This was my own practice, and it is being followed in several schools with the best results. The expense is very trifling.

Art

The work in this department is almost exclusively confined to the Lower School. Notable examples of Middle School work were found at Ottawa and Hamilton. In both these schools very satisfactory results were obtained.

As might be expected, there is a good deal of variety in the attainments of Lower School pupils, as shown by their exhibits. There are frequent instances of very fine work done by individual pupils who have special natural aptitude. In general the curriculum is conscientiously followed by the teacher and due attention given to all the topics. Here and there are found instances of efforts to accomplish tasks quite beyond the capacity of the youthful artists, as, for example, when a First Form pupil endeavours to reproduce from a cast the features of Julius Cæsar, with terrifying results, but in general good judgment is shown in the assignment of work.

I am still impressed by the difficulties encountered by teachers and pupils in striving for good results in Art in the absence of suitable accommodations. The desks in the ordinary class-room are not adapted for this work; specially constructed tables are badly needed, and so also are special rooms. In too many of the schools, also, the facilities for displaying objects of study are very poor. This is a matter for surprise, seeing that suitable stands of a simple character—two or three for each room—could be provided by any local carpenter at a very trifling cost.

Congestion of Classes

In about 25 per cent. of the schools inspected by me this year I found one or more classes with an attendance of over 40 pupils. Some of these schools are among the best in the Province, and the congestion in them is undoubtedly due more to their popularity than to any other cause. The attendance is swelled by an influx of pupils from more or less distant localities, attracted by the reputation of the schools, and the local Boards are often at their wits' end to find the requisite accommodation for them. It is quite possible that in some cases the overcrowding is due to some laxity in settling the results of the Entrance examination, and admitting pupils who would be better off in the Public Schools for another year.

Languages

I entirely agree with Inspector Houston's remarks in his report of last year regarding the insufficient practice of oral reading in the study of the languages. I not infrequently find that, in order to learn what the pupils are doing in the matter of pronunciation, I have to make a special request of the teacher to ask them to read, and in the case of the higher classes particularly I am often told that the amount of work to be covered is too great to allow of effective practice in pronunciation. Then, as Mr. Houston points out, pronunciation does not count on the examinations, and there is consequently the temptation for both teachers and pupils to pay little attention to it.

I have the honour to be, Sir, your obedient servant,

H. B. Spotton.

Toronto, December, 1913.

III.—REPORT OF INSPECTOR HOUSTON

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario.

Sir,—I beg to submit for your consideration a brief report on the condition of the schools under my supervision during the school year 1912-1913.

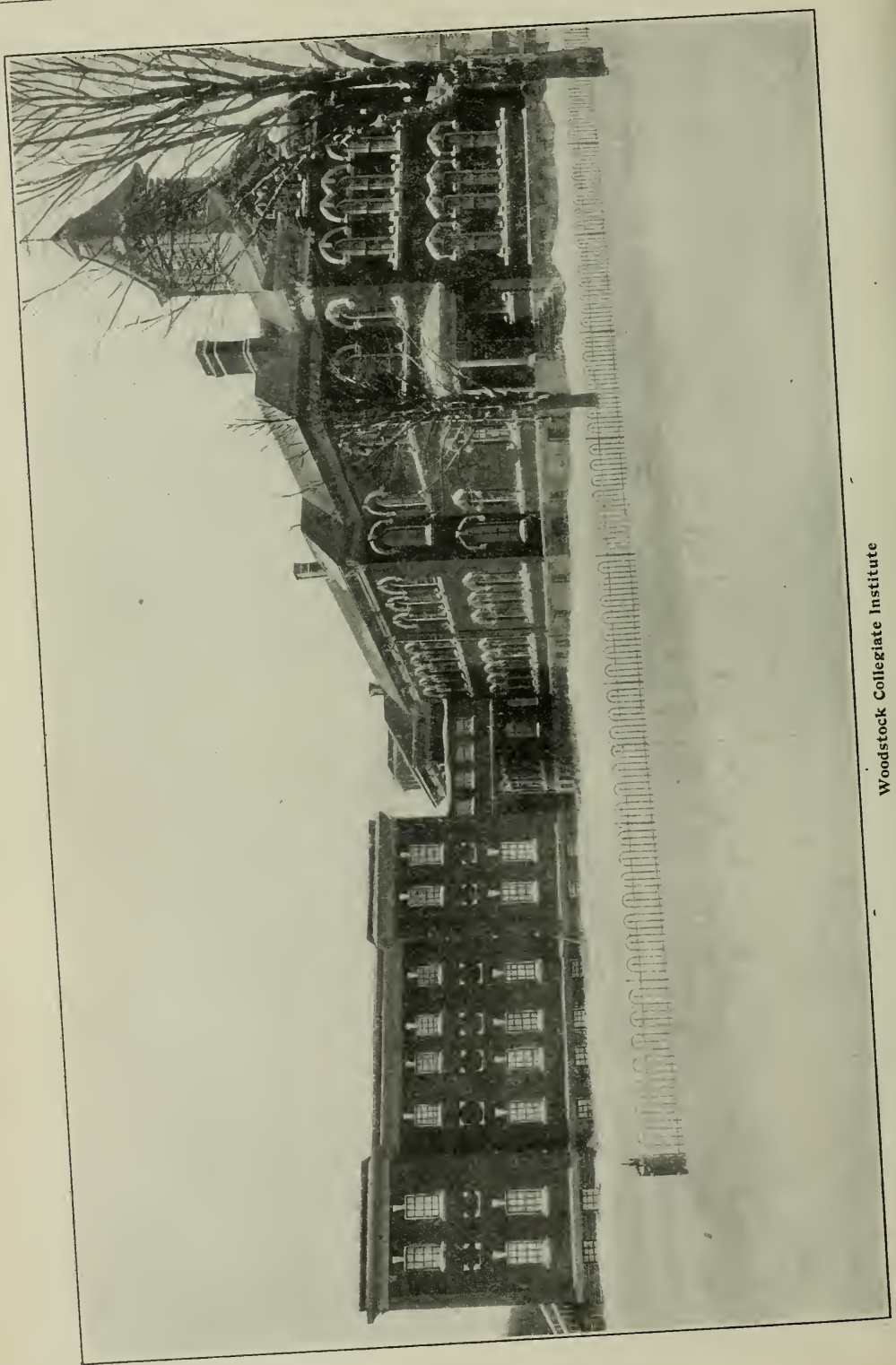
I have the honour to remain, Sir,

Your most obedient servant,

J. A. Houston.

December, 1913.

During the year I visited the Collegiate Institutes at Berlin, Brantford, Chatham, Cobourg, Galt, Ingersoll, London, Morrisburgh, Napanee, Orillia, Peterborough, Picton, Ridgetown, St. Mary's, St. Thomas, Sarnia, Stratford, Strathroy, Windsor and Woodstock, twenty in all, and the High Schools at Aylmer, Belleville,



Woodstock Collegiate Institute

Bowmanville, Dutton, Deseronto, Essex, Forest, Glencoe, Georgetown, Leamington, Lucan, Newcastle, Oshawa, Parkhill, Petrolia, Port Hope, Port Rowan, Richmond Hill, Simcoe, Tillsonburg, Trenton, Vienna, Wardsville, Watford, Waterford, Whitby and Williamstown, twenty-seven in all, making a total of forty-seven schools. My list includes, with one exception, all the schools which I had not previously visited, so that I have now inspected all the High Schools and Collegiate Institutes in the Province except Haileybury.

Accommodations

In a number of places improvements have been made in the accommodations, or additions have been made to the buildings, and in Strathroy a new building has been erected.

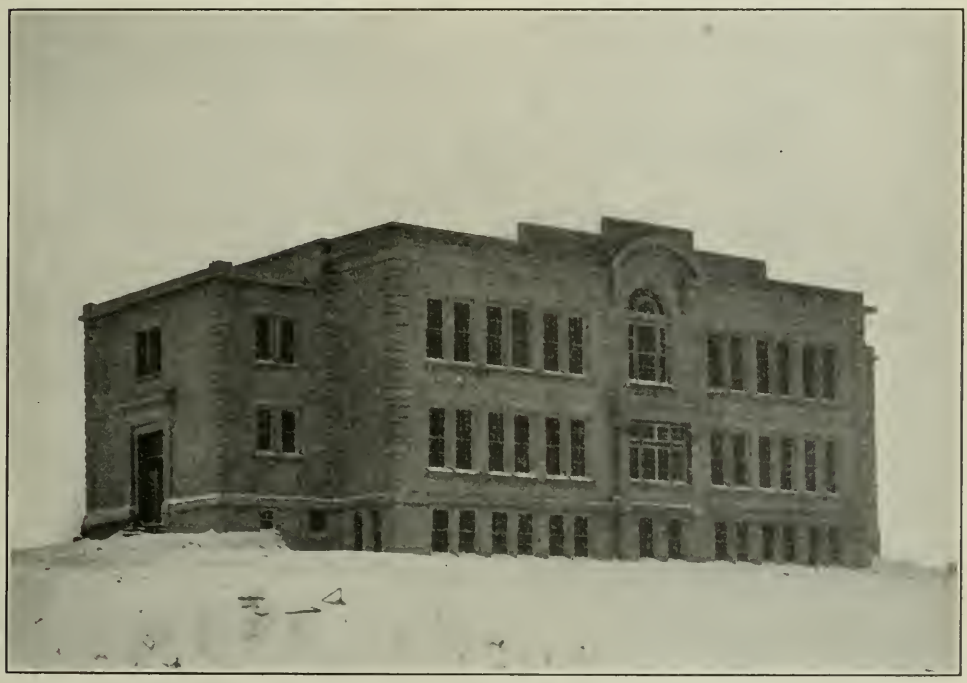
The Board at St. Mary's has now a modern well-equipped Laboratory, and is proceeding with the erection of a new Gymnasium.

Belleville has a fine Assembly Room, as well as a Drill Hall for the boys' Physical Culture classes.

St. Thomas has what is practically a new building, which is a credit to the city and will furnish all the class-rooms required for some time to come.

In Woodstock a new wing has been added, providing six class-rooms, space for two convenient waiting-rooms in the basement, and a beautiful suite of rooms for the classes in Household Science. There is also being completed a new building providing a Gymnasium and rooms for Manual Training and Technical work.

In Strathroy a new Collegiate building is being completed which is modern



Strathroy Collegiate Institute

St. Thomas Collegiate Institute, Front and Side View

Rear View of New Wing of St. Thomas Collegiate Institute, completed in 1913

and up-to-date, and will furnish a suitable home for the "Old Collegiate," which has had a long and honourable history and of which the citizens of Strathroy and vicinity are justly proud.

The following tables give a bird's-eye view of the grading of the various items of accommodation. For obvious reasons I have separated the Collegiate Institutes from the High Schools.

Grading of Accommodations

Collegiate Institutes

1912-1913	Number of Schools, Grade I	Number of Schools, Grade II	Number of Schools, Grade III	Number of Schools, Grade IV	Number of Schools, Grade 0
Closets	13	3	4	.....	.....
Water Supply	17	2	1	.....	.....
Grounds	12	8	.....	.....	.....
Buildings	17	2	.....	1	.....
Class Rooms	9	10	1	.....	.....
Halls	14	3	2	1	.....
Waiting Rooms	3	6	2	2	7
Cap Rooms	12	6	1	.....	1
Teachers' Rooms	15	4	.....	.....	1
Desks	17	3	.....	.....	.....
Blackboards	18	2	.....	.....	.....
Lighting	4	14	1	1	.....
Heating	18	1	1	.....	.....
Ventilation	14	4	.....	2	.....
Gymnasium	1	13	.....	.....	6

High Schools

1912-1913	Number of Schools, Grade I	Number of Schools, Grade II	Number of Schools, Grade III	Number of Schools, Grade IV	Number of Schools, Grade 0
Closets	7	4	15	1	.....
Water Supply	10	9	7	1	.....
Grounds	13	9	5	.....	.....
Buildings	17	3	3	4	.....
Class Rooms	5	18	4	.....	.....
Halls	8	9	5	5	.....
Waiting Rooms	.....	4	7	1	15
Cap Rooms	7	8	3	2	7
Teachers' Rooms	14	7	3	3	.....
Desks	16	9	2	.....	.....
Blackboards	23	4	.....	.....	.....
Lighting	5	13	8	1	.....
Heating	18	7	1	1	.....
Ventilation	8	14	4	1	.....
Gymnasium	.....	.....	1	1	25

In the majority of the schools, even in some of the new Collegiate Institutes, no provision has been made for suitable and convenient Waiting-rooms which may be used as Lunch-rooms for the pupils during the noon-hour. In some cases the rooms are provided, but are not comfortably furnished. The result is that Class rooms have to be used for this purpose, and this is often a most unsatisfactory arrangement.

Reading

The Reading in the Lower Forms is generally satisfactory, and often of a high order. Of 1,440 pupils examined in Form I, 666 or about 46 per cent. were graded good, 576 or 40 per cent. fair, and 198, or 14 per cent. poor. These figures to a certain extent represent the result of the work in the Public Schools, as many pupils had been but a short time in the High Schools before the tests were made.

Of 941 pupils in Form II, 453 or 48 per cent. were good, 370 or 39 per cent. fair, and only 118 or 13 per cent. were poor. It will be noticed that nearly 50 per cent. of all the pupils examined in the Lower School were graded good in Reading, a very creditable record.

In connection with this subject the recitation of passages assigned for memorization should be one of the most interesting and enjoyable of all the class exercises. In the study of Literature, memorization and elocution have an important place. The memorizing should be accomplished, not by thoughtless repetition, but by analyzing the meaning and conveying the force and beauty of the passage by expressive recitation. The oral expression should receive special care. I must confess that very much of the memory work heard in the class room has been of the most lifeless and monotonous character.

Writing and Spelling

In these two most important subjects my records for the year show by no means such satisfactory results as were shown in the Reading. The figures given refer only to pupils in Form I.

Of 1,850 pupils examined in Writing, 364 or 20 per cent. are graded good, 652 or 35 per cent. are fair, 623 or 34 per cent. are poor, and 211 or 11 per cent. are bad.

In Spelling, the results of the tests are still more unsatisfactory. Of 1,850 examined, 267 or 14 per cent. are good, 582 or 31 per cent. are fair, 510 or 28 per cent. are poor, and 491 or 27 per cent. are bad.

I would go so far as to express the opinion that the greater number of those whose writing and spelling have been graded bad are not sufficiently advanced to take full advantage of a High School course, and would be benefited by another year in the Public School before taking up higher work.

The marked difference in the standard of spelling in the schools may be shown by a few comparative figures. In one school a test of 46 pupils showed 11 good, 17 fair, 14 poor, and 4 bad. In another, out of 58 examined, 23 were good, 14 fair, 12 poor, and 9 bad. On the other side I find a record of 54 examined, 0 good, 12 fair, 25 poor, and 17 bad. Another record shows out of 52 examined, 1 good, 5 fair, 14 poor, and 32 bad.

While I do not for one moment claim or acknowledge that Spelling is solely a Public School subject, since pupils are learning new words so long as they remain in school, yet it is a fact that where the subject receives special attention in the Public Schools it is good in the High Schools.

The memorizing of lists of disconnected words is of very doubtful value; writing a word a dozen or a score of times does but little to fix it in the mind; only in schools where spelling is emphasized in connection with every subject studied will there be even a fair measure of success. It is absurd to expect pupils to spell words which they are unable to use in their ordinary conversation or in their Composition exercises. A pupil has learned words only when they have been made a part of his working vocabulary.

Art and Science

The character of the work in Art continues to improve as the teachers become more conversant with the subject, and much very creditable work is shown. In Elementary Science I fear the requirements of a written examination on prescribed topics may have a tendency to direct the energies of the teachers in a wrong direction. Too much attention to mere facts or to the acquiring of information, the practice of merely telling or explaining, the attempt to work without actual living specimens, the failure to arouse the interest of the pupil, are dangers which must be carefully avoided. Children are always interested in life and action, in development and function. They are filled with the spirit of investigation and the desire to know the reason of things, and if their activities are guided wisely their Science will be one of their most delightful studies.

General Subjects

Of the general character of the work done in the schools, I have only words of praise. I am still, however, of the opinion, as expressed in my last report, that we often attempt to carry on too many subjects at once. In the course as now revised the pressure is somewhat reduced, but still more relief could be given by a judicious stressing of certain subjects. For example, instead of carrying on both Geography and History all through the first year, the Geography might be taken every day until Christmas, which would give ample time to cover the course, and the History taken up during the next five months. The work would be better done, as effort would be concentrated. In Middle School History, allowing one period each day for the subject, Ancient History might be taken up for the first four months, or until the course has been covered, then the British and Colonial History, and after Easter a review in special preparation for the examination. I am assured by those who have tried it that this plan works admirably, and I know from inquiry that the pupils generally would prefer it. In requiring our pupils to carry on simultaneously too many subjects, and in demanding of them more home-work than they are capable of doing well, we may be doing them a serious injustice, and may be retarding instead of aiding their intellectual progress.

Physical Training

In most of the schools, the requirements of the Regulations regarding Physical Culture have been recognized and some provision made for giving that training which is so necessary for the growing boy or girl. The work in this subject will never be what it ought to be until teachers and pupils recognize its importance. Its aim should be not only to develop the pupil's physical being but at the same time to arouse and train his mental and moral faculties. Its purpose is not only to preserve health but also to establish mental and physical alertness and control, to develop initiative, to teach habits of obedience, to emphasize the necessity of co-operation, and to instill a love of fair play and honourable dealing. When taught with a full understanding of its purpose, the results should be second in importance to those of no other subject on the school curriculum.

Of the 47 schools under my supervision, 16 had adequate provision for the subject, 22 had it regularly on the time-table throughout the year, and were doing all that could be done with the means at their disposal, 7 gave training during part of the year, and in only 2 schools had the subject no place in the regular day's work.

Without any wish to make an invidious distinction, I may say that the most satisfactory arrangement I have seen for Physical Culture in the schools is in the City of Berlin, where a man is in charge of the training of the boys and a woman supervises the work of the girls. These two teachers spend the forenoons with the Public School classes, and the afternoons at the Collegiate Institute. The results are all that the most ardent advocate of Physical Training could demand, and, so far as I could judge, the exercises were thoroughly enjoyed by the pupils.

The Department of Education has taken a forward step in requiring that, as far as possible, those who are in charge of these classes should themselves have had at least an elementary course of training, so that their work may be done intelligently, and with a knowledge of the general effect of the movements practised, whether they are intended to be corrective, educational, hygienic or recreative.

In a report, a few years ago, I suggested that it was a question, whether the time had not come when every school should be asked to provide a suitable place and suitable equipment for Physical Culture. I take the liberty of again drawing attention to this point, with the suggestion that a special and substantial grant might be given to encourage Boards to make the required provision.

School Visiting

Some forty years ago, before the establishment of County Teachers' Institutes, each teacher was allowed a certain number of days each half year for visiting other schools. The idea was an excellent one, and is worthy of consideration by our Boards of Education to-day. A question which is continually being asked is, "How is this done in other schools?"

No two teachers, even in the same subject, will work along exactly the same lines. The teacher who goes over the same work year after year is apt to contract mental habits that dwarf his intellectual activity. Teachers in their classwork are in a large degree isolated from the enthusiastic encouragement of their fellow-workers. They need inspiration. This encouragement and inspiration might be found in a visit to another school, and that visit might be just the tonic required to counteract the mental inertia resulting from the isolation. The work of an active, progressive teacher is a stimulant to all who come within the sphere of his influence, and it is always a satisfaction to learn how others are managing to overcome the difficulties and solve the problems which every teacher must face.

The writer well remembers the pleasure he experienced and the benefit he derived from a two days' visit to the Peterborough Collegiate Institute some twenty years ago, and he is strongly of the opinion that no one thing would do more for progress and advancement in our schools than that every teacher might have the privilege of spending two or three days observing methods in schools other than his own, and he also feels assured that the resulting advantages would be so great that no Board would ever have cause to regret that they had given their teachers that privilege.

APPENDIX L

REPORTS OF THE INSPECTORS OF CONTINUATION SCHOOLS

I. REPORT OF INSPECTOR MILLS

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I beg to submit for your consideration the following brief report on the Continuation Schools under my supervision for the year 1913.

I have the honour to be,

Sir,

Your obedient servant,

G. K. Mills.

Toronto, December, 1913.

Following the custom of the High School Inspectors who, every two years, exchange districts over which they have supervision, the exchange of districts between the Continuation School Inspectors was made last midsummer and I was given charge of the Continuation Schools of Western Ontario. As I have not had time to visit half of the schools in this district my report for the year must deal in a general way with the schools of the east as well as with those of the west.

In the western part of the Province there are sixty-two schools, having one hundred and ten teachers giving their whole time and nine teachers giving half time to the work of Continuation Schools. Ten of these schools have only one teacher and do the work of the Lower School only. All the others do the work of the Lower and Middle School, that is, to the end of Junior Matriculation and Normal Entrance. Nine schools have one teacher who gives his whole time and another teacher who gives half time to the work, thirty-nine have two teachers and four have three teachers.

By the Continuation Schools Act of 1913, those Continuation Schools that had been established by County Councils, under Part II of the Continuation Schools Act of 1909, were made High Schools. Under this Act the Continuation Schools in the following places became High Schools:—Winchester, Chesterville, Morewood, Avonmore in the east, and Coldwater, Alliston, Chatsworth, Flesherton, Markdale, Dundalk, Durham, Thorndale and Amherstburg in the west.

In the past, many Continuation Schools having only one teacher have been trying to do all the work required for Normal Entrance and Junior Matriculation. Few teachers have the ability or physical strength necessary to carry on this work with even a moderate degree of success. The attempt to do so led to combining the classes of different years, to the neglect of those subjects not required for examination, to very scant attention to many other very important subjects, such as Reading, Writing, Spelling and English subjects generally, and to a pernicious system of note-giving for examination purposes. Under such conditions a few of those pupils who are endowed with very retentive memories were successful in passing the examination, but those who are slower to comprehend and who require some special assistance from the teacher were not successful and soon became discouraged.

A careful consideration of all the facts led to a regulation, issued in August 1913, limiting the work that might be undertaken in Continuation Schools having only one teacher to that of the Lower School (Forms I and II). The work of the Lower and Middle School (Forms I, II, and III) may be undertaken by those schools where the full time of one teacher and not less than half the time of a second teacher is devoted to Continuation School work, provided such part time teacher has the qualifications necessary to teach in a Continuation School.

Although most of the School Boards had made their arrangements for the year before receiving the circular containing the new requirement, they have readily admitted the wisdom of the regulation, and have in most cases made provision for the necessary addition to the teaching staff. In the western division of the Province, now in my charge, the Boards of four schools have engaged an additional teacher and in eight others the staff has been increased by the addition of a qualified teacher who will devote at least half time to the work of the Continuation School. In only five schools has the work of the Middle School been discontinued and in all of these this work will be again undertaken as soon as the necessary accommodation can be provided or the attendance at the school will warrant the expenditure.

While it is true that Continuation Schools are sometimes to be found in charge of young teachers who, in some subjects, are not efficient, but who are giving their very best services, and occasionally in charge of older teachers who have passed their period of efficiency, the evils most difficult to overcome arise from the desire, nay the determination, of young and enthusiastic teachers to get their pupils through the Normal Entrance or Junior Matriculation, or both, in three years, and sometimes in two years. When the work of such a teacher and the organization of his classes are examined it is invariably found that he has summarized the text-book, or the lesson, and has dictated these summaries to the pupils who copy them down and memorize them. He has combined classes, usually those of the first and second years, and is teaching the same lessons to pupils who have been at the work a year and to those just beginning. Everything not specifically required for examination purposes is neglected.

It is not that such a teacher does not know better but rather is it because the rush for examination success has driven all else from his mind. And besides, the community which has become accustomed to such things expects him to continue. A logical presentation of a subject to minds that are slowly maturing, minds that can develop power only by the repeated and almost constant application of the knowledge already acquired to the solution of new problems that confront them, is much too slow a process for such a teacher. He must solve the problem by the application of his knowledge and express all ideas connected with it in his words and the pupils echo these words.

In fairness to such a teacher it should be said that the examination success is desired for the pupils' sake rather than for his own. It is true also that under such a teacher pupils will develop habits of steady application that would go far to achieve success in life did they also develop the ability to apply their knowledge to new problems and a facility in expressing their ideas. But without the latter and without their teacher as mentor they will remain helpless until they recover from the dwarfing effect of such teaching and learn to rely on themselves.

While such are the conditions in a few of the schools, and while all degrees of efficiency may be found, I can say that, taken as a whole, the work of the Continuation Schools is an unquestionable success. The smallness of the classes, the

closer relationship between teacher and pupils, the constant influence of the home and its surroundings in forming habits and character, and the steady, earnest application of the pupils undisturbed by the many distractions of the city and large town schools are elements which when combined with young, energetic and efficient teachers will produce as good a type of student and as serviceable a citizen as can be produced by any other class of school.

In the matter of accommodation there is much to be desired. The grading for closets, water supply and ventilation is seldom above III and quite frequently no grading can be given. The work of the average caretaker is very poorly done. This is in part due to the inadequate salary offered for this work, as the services rendered are made to correspond with the pay. The rural school formula, "to light the fires and sweep the floors" is too frequently adhered to. Sweeping the floors without using any means of keeping down the dust is a common practice.

The majority of these schools have hot air furnaces and hot and cold air registers in the floors. The sweepings of years accumulate in the registers and pipes leading to the furnace, and through these filthy pipes the air must pass on its way to and from the furnace. It is a rare thing to find all the fresh air taken to the furnace from outside; in fact it is unusual to find any fresh air finding its way to the furnace from the outside. In many cases provision was made for this when the furnace was installed but the janitor keeps these inlets carefully closed so as to keep out cold air and uses the cold air chamber as a glory hole. He can heat the building easier with these ducts closed and heat is what he wants. I regret that it is necessary to state that very many teachers are negligent in the matter of ventilation. The children do not know there is anything wrong, the janitor does not know the need of fresh air and if told he usually regards it as one of those newfangled notions calculated to give him more work, and the school board hearing only the annual or semi-annual complaint of the inspector is not inclined to take the matter seriously, as he is paid to find fault.

Too frequently the school closet is a disgrace to the community. It is badly constructed and without any provision for keeping out the mud of summer or the snow of winter. The janitor seldom regards the care of these outbuildings as an important part of his duty and the teacher is amazed when told that it is his duty to know at all times the conditions that exist and to urge on the school board the necessity for privacy and cleanliness in this connection.

These Continuation Schools are now firmly established as part of the educational system of Ontario and are very favourably regarded by the people of the communities in which they are located. It is now our duty to endeavour to make them more efficient in the work they are doing and to extend along other lines the services they may render to those communities.

Throughout Canada and the United States, and the same may be said of all civilized countries, there is now spreading, with the fervour of a religious revival, an educational movement intended to give vocational training to those young men and women, who, for various reasons, have left school at an early age and are now engaged in industrial pursuits or in the work of the home. It is one of those movements that marks an epoch in the educational history of a country. A few years ago only an occasional voice was heard like one crying in the wilderness, but to-day the whole public conscience is alive to the necessity for, and the justice of this work.

In cities and towns this movement has resulted, first, in the introduction of manual training and domestic economy into the schools, and a little later, in the

establishment of technical schools and evening classes that aim to give practical instruction and training chiefly to those engaged during the day in the industries of the place, or in the home.

To carry on this work successfully in large centres of population is a comparatively easy task. Among business men and employees active and intelligent leadership may readily be found, the money necessary to provide the accommodation, equipment and salaries is more easily obtained, the people to be served are within easy reach of the school, and the return to both employer and employee is more apparent in a better and cheaper article and in an increase in the daily wage.

In rural and small urban districts where agricultural instruction and training must replace the technical instruction and shop practice of the large centres, the problem becomes more difficult, and up to the present time very little has been done toward reaching the young men and women with any course in agriculture or domestic economy. No matter where one goes in Canada or the Northern States much is heard of what is being done towards introducing agriculture, manual training and domestic science into the rural public schools, but when these methods are examined they are found to have little promise and to depend on the individuality of some enthusiastic teacher. So far as the teaching of agriculture in the rural schools is concerned it can, in my opinion, never hope to accomplish more than has been accomplished by the courses in manual training and domestic science established some years ago in the public schools of large urban centres. However, as these manual training and domestic science classes in urban centres were the forerunners of, and prepared the way for the present technical schools and evening industrial classes, so the present agricultural work that is being done in the rural schools may be, and no doubt is, preparing the way for schools that will reach the corresponding class of young men and women in rural and small urban districts, and provide for them courses in agriculture and household science that will better prepare them for the work of the farm and the home.

How this may best be done is a problem that requires the most careful consideration. The distance students would have to go precludes the possibility of evening classes. In my opinion, the young men and women of rural districts corresponding to those reached by the evening industrial classes of large urban centres must be reached through winter day schools opening about 10 a.m. and closing about 3 p.m., so as to give such students an opportunity to do the needed work at home morning and evening. No entrance qualification should be required except that the student should be over fourteen years of age.

Shall these winter schools with their courses in agriculture and household science, under special teachers, be established as industrial departments of our present Continuation Schools and small High Schools as in Minnesota?

Shall we have County Agricultural Schools which also give courses in household science and manual training as in Wisconsin?

Shall we abandon our present rural school buildings, consolidate the schools and in these consolidated schools provide for High School work and classes in agriculture and household science as in Indiana?

Shall we retain our present rural schools for use to the end of the Third Book and provide consolidated schools for the Fourth Book, High School work and classes in agriculture and household science as in parts of New York State?

Shall we retain our rural schools as at present and establish Township High Schools that give courses in agriculture and domestic science as in Illinois?

Shall we have teachers of agriculture and domestic science that go from centre to centre spending about a month in each centre, as in Ireland?

Shall we establish schools in one or more centres in each township for the express purpose of giving the young men and women instruction in agriculture and household science, and seek to make these schools centres of social life; such schools to be regarded as part of the public school system?

Such are a few of the problems that confront the man who would organize the teaching of agriculture and domestic science to the youth of rural and small urban localities. The best work I have seen along this line is to be found in Minnesota, but conditions there differ so much from ours that it is doubtful whether it is the plan best adapted for Ontario. The last plan has many good features and presents few of the difficulties that surround many of the others.

I would recommend the appointment of a commission of the ablest men available to consider the whole matter.

II. REPORT OF INSPECTOR HOAG

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I beg to submit for your consideration the following report on the Continuation Schools under my supervision from September to December, 1913.

I have the honour to be, Sir, your obedient servant,

J. P. Hoag.

Toronto, December 31, 1913.

The inspectorate assigned to my charge is that part of the Province lying east and north of a line drawn from Toronto to Midland. In the inspectorate there are three grade A schools, with three teachers each; thirty-three grade B schools with two teachers each, and twenty-eight grade C schools with at least one teacher each. Of these schools seventeen are in the Districts, with a total of twenty-nine teachers. In addition there is at New Liskeard an Agricultural Representative who will, it is expected, take up some work along agricultural lines in connection with the Continuation School.

The regulations of 1913 make it necessary for any Continuation School, which desires to take up the work of the Middle School of the High School course of study, to provide the teaching time of one teacher and at least half the teaching time of a second teacher for Continuation School classes. As over thirty of the schools in my inspectorate had but one teacher each, the Boards concerned have found some difficulty in complying with the regulations. But I am glad to say that some have already met the requirements, while most of the others have the matter under consideration and are taking steps to comply with the regulations at a very early date.

Supply of Teachers

Some difficulty has been experienced in securing properly qualified teachers in those grade C schools which are attempting Middle School work. Few teachers are willing or qualified to undertake the work of a whole high school staff. Under the new regulations which provide for government aid where at least half the time of a second teacher is devoted to Continuation School work, it is hoped the difficulty in securing teachers for such schools will be overcome.

The Spirit of the Schools

After only a few months work among the Continuation Schools, I do not feel competent to offer any general opinions or to make any recommendations which might be of value. What has struck me, however, as the leading characteristic of the Continuation Schools is the earnestness and sincerity of purpose shown by pupils and teachers alike. No one can fail to mark the zest with which most Continuation School pupils take hold of their work. As a result, notwithstanding many disadvantages, excellent work is being done. In particular, I feel that the supply of teachers for our rural schools must be drawn largely from the Continuation Schools and small High Schools, for the pupils at these schools are from the rural districts, know rural conditions, and are in sympathy with rural life.

APPENDIX M

PROVINCIAL NORMAL AND MODEL SCHOOLS

I. Provincial Normal School, Hamilton

JANUARY, 1914

Staff

S. A. Morgan, B.A., D.Pæd	Principal: Science of Education.
F. F. Macpherson, B.A.	Master: English.
E. T. Seaton, B.A.	Master: Mathematics.
J. Voaden, M.A.	Master: Science.
Julien R. Seavey	Instructor: Art.
H. A. Stares, Mus. Bac	Instructor: Music.
Oscar Main	Instructor: Writing.
Miss Clara E. Elliott	Instructor: Household Economics.
Sergt.-Maj. Jesse Skinner	Instructor: Physical Culture.
A. J. Painter	Instructor: Manual Training.

Students Admitted, Session 1913-14

Male	17
Female	172
Total	189

II. Provincial Normal School, London

JANUARY, 1914

Staff

S. J. Radcliffe, B.A.	Principal: English.
John Dearness, M.A.	Master: Science and School Management.
A. Stevenson, B.A.	Master: Science of Education.
E. T. White, B.A., B.Pæd	Master: Mathematics and History.
S. K. Davidson	Instructor: Art.
C. E. Percy	Instructor: Music.
J. W. Westervelt	Instructor: Writing.
Miss. A. B. Neville	Instructor: Household Economics.
Albert Slatter	Instructor: Physical Culture.
Sugden Pickles	Instructor: Manual Training.

Students Admitted, Session 1913-14

Male	26
Female	160
Total	186

III. Provincial Normal School, North Bay

JANUARY, 1914

Staff

A. C. Casselman	Principal: Science.
J. C. Norris, M.A.	Master: Mathematics.
J. B. McDougall, B.A.	Master: Science of Education.
C. Ramsay	Instructor: Art.
Herbert Wildgust, L.L.C.M.	Instructor: Music.
J. E. Chambers	Instructor: Manual Training.
Miss Charlotte E. Green	Instructor: Household Economics.

Students Admitted, Session 1913-14

Male	14
Female	58
Total	72

IV. Provincial Normal and Model Schools, Ottawa

JANUARY, 1914

1. Staff of Normal School

J. F. White, LL.D.	Principal : School Management and English.
W. J. Karr, B.A., B.Pæd.	Master : Psychology and English.
E. T. Slemon, B.A., D. Pæd.	Master : Mathematics and History of Education.
J. W. Gibson, M.A	Master : Science, Nature Study, Geography.
Roy F. Fleming	Instructor : Art.
T. A. Brown	Instructor : Music.
H. W. G. Braithwaite	Instructor : Writing.
C. Emery	Instructor : Physical Culture.
Miss Eliza Bolton	Instructor : Kindergarten Principles.
Miss A. E. Robertson	Instructor : Household Economics.
J. S. Harterre	Instructor : Manual Training.

Students Admitted, Session 1913-1914

Male	11	
Female	177	
		188
Kindergarten	4	
Total		192

Staff of Normal Model School, Ottawa

F. A. Jones, B.A	Headmaster, IV Form, Boys.
C. E. Mark, B.A.	III Form, Boys.
H. M. Leppard	II Form, Boys.
Miss A. Delaney	Pt. II, Boys and Girls.
E. Cluff, B.A.	I Form, Boys.
Miss M. E. Butterworth	First Female Assistant.
Miss A. G. Hanahoe	III Form, Girls.
Miss J. Foster	II Form, Girls.
Miss M. R. Elliott	I Form, Girls.
Miss Eliza Bolton	Kindergarten Directress.
Miss A. H. Baker	Kindergarten Assistant.
Roy F. Fleming	Instructor : Art.
T. A. Brown	Instructor : Music.
C. Emery	Instructor : Physical Culture.
Miss A. E. Robertson	Instructor : Household Economics.
H. W. G. Braithwaite	Instructor : Writing.
J. S. Harterre	Instructor : Manual Training.
J. M. Fleury	Instructor : French.

Number of pupils, 1913	354
Number of Kindergarten pupils, 1913	46
Total	400

V. Provincial Normal School, Peterborough

JANUARY, 1914

Staff

Duncan Walker, B.A.	Principal : Mathematics.
Henry G. Park, B.A., D. Pæd	Master : Science of Education.
Samuel J. Keys, B.A., B. Pæd.	Master : English.
W. I. Chisholm, M.A.	Master : Science.
Earl E. Logan	Instructor : Writing.
A. F. Hagerman	Instructor : Manual Training.
Miss Jessie C. McRae	Instructor : Art.
John J. Thompson	Instructor : Household Economics.
Miss Edna Ferguson	Instructor : Physical Culture.
Miss Marion R. Rannie	Instructor : Music.

Students Admitted, Session 1913-1914

Male	15
Female	120
Total	135

VI. Provincial Normal School, Stratford

JANUARY, 1914

Staff

S. Silcox, B.A., D.Pæd	Principal: Science of Education.
J. D. Campbell, B.A.	Master: Mathematics.
J. W. Emery, B.A., B.Pæd	Master: Science.
J. M. McCutcheon, B.A., B.Pæd	Master: English.
J. Bottomley, A.R.C.O.	Instructor: Music.
Sugden Pickles	Instructor: Manual Training.
Miss E. M. Cottle	Instructor: Calisthenics and Writing.
Mrs. Helen Mayberry	Instructor: Art.
Miss A. Neville	Instructor: Household Economics.

Students Admitted, Session 1913-14

Male	23
Female	160
Total	183

VII. Provincial Normal and Model Schools, Toronto

JANUARY, 1914

1. Staff of Normal School

Wm. Scott, B.A.	Principal: History of Education and School Management.
D. D. Moshier, B.A., B.Pæd	Master: Psychology and English.
Wm. Prendergast, B.A.	Master: Mathematics and English.
David Whyte, B.A.	Master: Science.
R. H. Walks, B.A.	Master: English.
A. T. Cringan, Mus. Bac	Instructor: Music.
Jas. H. Wilkinson	Instructor: Manual Training.
Miss A. Auta Powell	Instructor: Art.
Miss Nina A. Ewing	Instructor: Household Economics.
Miss Mary E. Macintyre	Instructor: Kindergarten Principles.
Mrs. Jean Somers	Instructor: Calisthenics.
Mrs. Emma Macbeth	Instructor: Needlework.
Sergt.-Maj. E. H. Price, R.C.R.	Instructor: Drill.
Mrs. M. W. Brown	Instructor: Reading.
E. Warner	Instructor: Writing and Bookkeeping.

Students Admitted, Session 1913-14

Male	18	
Female	215	
		233
Kindergarten Students	11	
Total		244

2. Staff of Normal Model School, Toronto

R. W. Murray, B.A.	Head Master.
Miss M. Meehan	First Female Assistant.
Milton A. Sorsoleil, B.A.	First Male Assistant.
Miss May K. Caulfeild	Assistant.
J. T. Mustard	Assistant.
Miss A. F. Laven	Assistant.
Francis M. McCordic	Assistant.
Miss C. E. Kniseley	Assistant.
Miss Isabella Richardson	Assistant.
Miss Alice A. Harding	Assistant.
Miss A. Auta Powell	Instructor: Art.
A. T. Cringan, Mus. Bac.	Instructor: Music.
Miss Mary E. Macintyre	Kindergarten Directress.
Miss Ellen Cody	Kindergarten Assistant.
Mrs. Jean Somers	Instructor: Calisthenics.
Mrs. Emma Macbeth	Instructor: Needlework.
Sergt.-Maj. E. H. Price, R.C.R.	Instructor: Drill.
Mrs. G. de Lestard	Instructor: French.
Jas. H. Wilkinson	Instructor: Manual Training.
Miss Nina A. Ewing	Instructor: Household Economics.

Number of pupils in 1913	512
Number of Kindergarten pupils in 1913	47
Total	559

VIII. Summary of Attendance at the Normal Schools

Normal Schools	Male students	Female students	Total attendance
Hamilton	17	172	189
London	26	160	186
North Bay	14	58	72
Ottawa	11	177	188
Peterborough	15	120	135
Stratford	23	160	183
Toronto	18	215	233
Totals	124	1,062	1,186

Kindergarten students, Ottawa	4
Kindergarten students, Toronto	11
Total	15

Note: Model Schools are also conducted in the North Bay and the Peterborough Normal School buildings. See Appendix N below.

APPENDIX N

PROVINCIAL MODEL SCHOOLS, 1913

School	Principal	Students					
		Male	Fe male	Total attendance	Extra Mural Students	No. who passed for Lim. III Cl. certificates	No. who passed for District certificates
Chatham	J. W. Plewes	9	38	47	2	41	4
Clinton	C. D. Bouck	9	26	35	.....	34	1
Cornwall	G. R. Theobald	8	28	36	.....	36	.....
Guelph	David Young	7	22	29	.....	29	.....
Hanover	J. A. Magee	11	26	37	1	36	2
Kingston	W. F. Inman	10	38	48	.....	48	.....
Madoc	Jas. Campbell	1	13	14	.....	14	.....
North Bay	A. C. Casselman	2	14	16	2	18	.....
Orillia	C. L. T. McKenzie	12	31	43	2	42	2
Peterborough	D. Walker, B.A.	6	15	21	.....	16	5
Renfrew	M. N. Armstrong	2	34	36	.....	36	.....
Totals	.....	77	285	362	7	350	14

APPENDIX O

LIST OF CERTIFICATES ISSUED BY THE DEPARTMENT OF EDUCATION, 1913

I. Public School Inspectors

Edwards, John J., B.A.
Hicks, Thomas J., B.A.
Lamb, Walter J., M.A.
Milburn, Clement A., B.A.
Ricker, Harry E., M.A.

II. High School Principals

Ball, Emerson E., B.A. (Mods. & Hist.)
Bannister, John A., B.A. (Classics.)
Carlyle, John A., B.A., (Eng. & Hist.)
Copeland, George E., M.A. (Science.)
Dugit, Rosalie A., M.A. (Classics.)
Edwards, John J., B.A.
Feasby, William J., B.A., (Mods. & Hist.)
Ford, Hellen D., B.A.
Gundry, Helen M., B.A. (Classics.)
Halbert, Edwin J., B.A. (Science.)
Henry, Stanley H., M.A. (Math. & Phys.)
Houser, Wilfred H., M.A. (Maths.)
Keast, Walter, B.A. (Math.)
Kerfoot, Horace W., B.A. (Classics.)
Lamb, Walter J., M.A. (Math.)
Leckie, Bruce E., B.A. (Science.)
Miller, Gideon A., M.A.
Morris, Francis J. A., M.A.
Murdoch, William E., B.A.
Mackay, Minnie B., B.A.
McCutcheon, Fred W. C., B.A. (Math. Eng. & Hist.)
McKerracher, Florence J., B.A.
McQuarrie, George B., M.A.
Price, Chas. F., B.A. (Eng. & Hist.)
Ricker, Harry E., M.A.
Skirrow, William A., M.A. (Math.)
Smith, Frederick P., M.A. (Science.)
Smith, George R., B.A. (Math.)
Taylor, Mabel A., B.A. (Mods. & Hist.)
Wallace, Frank D., M.A., (Math.)
Williams, Albert, B.A.
Windsor, Annie, B.A. (Math.)
Wright, Robert, B.A. (Math.)

III. High School Assistants and Specialists

Abel, Margaret H.
Adams, John M.
Allison, Henrietta E., M.A.
Anderson, Corinne, B.A.
Archibald, Robert H.
Arnold, Herbert G.
Arthur, Nellie, B.A.
Aude, Elgin O.
Baker, Wester R., B.A.
Barker, George A. (Com.)
Barker, Mable M. V.
Bates, Annie E.
Bell, Jessie M.
Bicknell, Harry E. (Art.)
Brisson, Albertine.
Blake, Richard J.
Brewster, Constance E., B.A. (Mods. & Hist.)
Broatch, Margaret A.
Butcher, Cecil W.
Cameron, James G.
Campbell, Minnie M.
Carpenter, Ida M., B.A.
Cattanach, Jessie, B.A.
Clark, Donald M. (Com.)
Coad, Hanna G., M.A. (Mods. & Hist.)
Coles, William G.
Corkery, Florence, M.A. (Eng. & Hist.)
Corry, Ray L., B.A.
Crehan, William H.
Dolan, Annie M.
Dunnett, Carrie B., M.A.
Dunnett, J. Alfred H., B.A.
Eckhardt, Jessie E., B.A.

III. High School Assistants and Specialists.—Con.

Edwards, John J., B.A.
Ellis, Roxy A.
Fechnay, Jean H., B.A.
Ferguson, Lillian M.
Ferguson, Walter P., M.A. (Science.)
Fraser, Charles G., B.A.
Fraser, Lucille.
Ghent, Lucy T. B., B.A.
Gillespie, Mary A., M.A.
Goodall, Nellie.
Gould, Elva.
Grainger, Luella.
Griffiths, Gertrude M.
Halliday, J. Maude.
Hanna, Ella A.
Harkness, Mary D.
Hartford, James J.
Haydon, William J., M.A. (Science.)
Haynes, Andrew C., B.A.
Hicks, Viva M.
Hinds, Margaret J.
Hitchon, A. Claire H., M.A.
Hodgins, Ethelberta.
Jamieson, William G.
Jeffrey, Hugh G. S.
Jenkins, Walter S.
Johnston, Katie B., B.A.
Keenan, Edward J.
Kotzenmeyer, Garnet J.
Leckie, Bruce E., B.A. (Science.)
Lindsay, Bertie L.
Meadows, Persie C.
Miller, Norman, M.A. (Math.)
Mitchell, May.
Moir, Mary I., B.A.
Morris, Francis J. A., B.A.
Morris, Nelson D.
Morton, Edna L., B.A.
Morton, Janet M.
Murray, Margaret L., B.A.
Macarthur, Annie M., B.A.
MacKay, Olive P., B.A. (Math.)
MacKenzie, Anna.
Mackenzie, David H., B.A. (Math.)
McRoberts, Joseph W.
Nelson, Curtis I.
O'Callaghan, Mila.
O'Leary, Susan.
O'Neill, Morgan J.
Patterson, Arnott M., M.A. (Science.)
Payne, Pearl, B.A.
Penson, Elizabeth, M.A. (Science.)
Perry, Gertrude M.
Phelan, Helen M.
Pinel, Hattie L., B.A. (Mods. & Hist.)
Ramsay, James A. (Com.)
Reid, Edith L. (Com.)
Robertson, E. Vera E., M.A. (Mods. & Hist.)
Rowntree, Annie E., B.A.
Ryan, Gertrude.
Scanlon, Mary C.
Sharp, William H., B.A.
Shurtleff, William M. (Com.)
Smithson, Annie L., M.A. (Classics.)
Stafford, Inez G.
Stark, Laverna B.
Steinmetz, Ethel G.
Stenhouse, Rebecca, B.A.
Stewart, Margaret E, B.A.
Stirling, Charlotte.
Summers, Christopher.
Thomas, Margaret, B.A.
Traver, Edith A.
Wallace, Frank D., M.A.
Webb, Roland D.
Wemp, Annie P.
Willoughby, Annie J
Wilson, Alfred, M.A.
Wise, Elsie M.
Woolley, Clarence B.
Young, Edmund T.
Young, Madeline C., B.A.

IV. Permanent First Class Certificates

Auld, Mary C.
Adams, William A.
Austin, Prudence M.
Bell, Helen G.
Beecroft, William A.
Bolton, Mrs. Martha B.
Butler, Rose (Sister M. Ethelbert.)
Cavers, Eleanor C.
Colquhoun, Alexander D.
Curtis, Jeremiah T.
Campbell, Frederick J. H.
Cayley, Thomas M.
Clark, Lilian J.
Currie, Cora G.

IV. Permanent First Class Certificates.—Con.

Cook, Dora H.
Costin, Carrie L.
Davis, Thomas I.
Dorland, Gwendolen V.
Danby, Frederick W.
Dorrance, Annie V.
Ellerby, Florence E.
Farnham, Mark M.
Hamilton, Nora M.
Hill, Nettie M.
Halfpenny, Milton D.
Hossie, Flossie E.
Harrison, Florence P. V.
Hockey, Muriel J.
Hyland, William J. C.
Hockey, Cecilia E.
Kilty, Ruby I.
Leppard, Charles E.
MacKillop, Oliver M.
McConnell, Robert A. A.
McIntosh, Herman W.
McQueen, Myrtle.
McNab, Margaret E.
McEwan, Frank A.
Moss, Mary E.
Morris, Nelson D.
Millar, William J.
Martin, May A.
Mingay, Susie B.
Monkman, William C.
Moar, Nellie.
Miller, Ada A.
Money, Mabel L. K.
Miller, Hazel.
Naismith, Sada.
Overholt, Jessie.
Ord, Annie L.
Partlo, Irene.
Payne, Lillian J.
Roberts, Mabel E.
Renaud, Lena M.
Robbins, Walter W.
Rorke, Annie S.
Steele, Murray E.
Stinson, Allie.
Stothers, John C.
Squire, William J.
Scott, Rhea V.
Schmidlin, Vera J.
Touchette, Clara I.
Valentyne, Harold J.
Vickery, Clarence A.
Worden, Otis O.
Welsh, Robert N.
Whitside, May E.

V. Permanent Second Class Certificates

Aiken, Minnie L.
Allen, Lottie E.
Adams, Florence G.
Atkinson, Dorcas.
Armstrong, Jean.
Amey, Delta I.
Arner, Ada.
Appel, Vera F.
Asselstine, Nina E.
Algie, Hattie.
Anderson, Margaret A.
Alway, Ethel.
Anderson, Winifred A.
Asher, Jean F.
Acton, Marcella M.
Aiken, Olive.
Alston, Walter G.
Ames, Vera N.
Allan, Margaret E.
Abbott, Gladys E.
Adams, Bessie L.
Adams, Mary M.
Boylan, Laura B.
Bell, Flossie V.
Bunton, Olive E.
Black, Lillias I.
Brown, Lela L.
Brown, Myrtle E.
Boyd, Maud.
Buchanan, Martha.
Brown, Lillian R.
Buchanan, Elva T.
Buck, Flossie B.
Burns, Helen.
Baker, Ethel S.
Brown, Luta L.
Beatty, Edna.
Burnett, Henry W.
Boettger, Leona.
Bradley, Fannie.
Bell, Dorothy H.
Baldock, Violet I.
Brown, Nettie C.
Brown, Marjorie B.
Berst, Hilda G.
Beggs, Mabel J.
Beattie, Margaret F.
Brown, Catharine.
Becker, Charles H.
Brigginshaw, Violet L.
Brown, George H.
Buffam, Howard C.
Balderson, Mary E.
Bailey, Victor S.
Bebensee, David L.
Buckley, Clare.
Burnside, Luella.
Bradley, Claribel A.
Bell, George L.
Brown, Belle.
Bishop, Terry N.
Beattie, Marion M.
Brandt, Milly.
Bolger, Nellie P.
Benham, James W.
Bunt, Mumford H.
Baird, Mary M.
Bowman, Jennie C.
Blue, Archie W.
Bertrand, Marie A.
Brown, Elizabeth E.
Bole, Cecil L.
Bannan, Victoria M.
Barrett, Myrtle E.
Brown, Alma C.
Bichan, Myrtle.
Brown, Marjorie A.
Brooks, Henrietta E.
Beckton, Mae H.
Bacon, Anna G.
Cavell, Laura.

V. Permanent Second Class Certificates.—Con.

Campbell, Mamie E.
Campbell, Edith G.
Cameron, Euphemia.
Carter, Mrs. Ethel.
Chapman, Mae N.
Currie, Flora M.
Curry, Mabel A.
Checkley, Anna K.
Corley, Myrtle H.
Campbell, Jessie E.
Chambers, Margery.
Clark, Bessie J.
Crewson, Charlotte.
Carter, Ruth E.
Campbell, Clara L.
Cameron, Agnes M.
Campbell, David R.
Collins, Ella.
Carey, Vera P.
Carruthers, Laura B.
Coyle, Irene C.
Campbell, Jessie.
Cornett, Flossie W.
Chambers, Beryl.
Campbell, Eldon.
Campbell, Viola C.
Coles, Lilly E.
Curtin, Gertrude M.
Cornish, Ada E.
Coleman, Mary L.
Caddey, Annie M.
Costello, Cecilia.
Coleman, Sylvia M.
Clarke, Evelyn.
Cairns, Eleanor M.
Cole, Blanche I.
Colwell, Violet P.
Calhoun, Margaret I.
Collacutt, Elsie M.
Collins, Carrie.
Clarke, Emily C.
Crowther, Carrie R.
Courtman, Catherine.
Charters, Libbie B.
Champagne, Bertha.
Carson, Kelso R.
Coulson, Ruby E.
Cook, Lyda J.
Dance, Aleta.
Dawe, Ethel L.
Dilts, Cecilia M.
Donald, Nettie.
Dubs, Lillie I.
Denison, Esther M.
Danbrook, Eva S.
Dix, Ethelwyn B.
Dorsey, Rose.
Deans, Agnes H.
Davey, Neva B.
Dickson, Alexander R.
Dunlop, Florence M.
DeFoe, Eugenie M.
Doolan, Jennie.
Day, Gertrude T.
Davidson, Marion R.
Doyle, Clara R.
Davidson, Isabel E.
Darch, May.
Drewry, Mary M.
Dean, Rhoda B.
Dunham, Iva C.
Duffield, Luella F.
DeWolfe, Edna P.
Dunsmore, Wynona B.
Dingle, C. Muriel.
Eberle, Leila A.
Esplen, Lillian C.
Emberson, Jessie H.
Ewing, Clara L.
Evans, J. Ellen.
Eddge, Mamie.
Elliot, Olga E.
Elliott, Eleanor.
Elliott, Vera C.
East, Sadie.
Eastman, Harold O.
Easton, Jean J.
Everson, Iva G.
Elsely, Lilian E. G.
Ensign, Minnie.
Fraser, Emma L.
Frankfurth, Florence M.
Foster, Mamie E.
Farrow, Bernice.
Fleming, Mabel A.
Finlayson, Jannet M.
Flynn, Mary V.
Fraser, Mary L.
Ferguson, Eulalie.
Fusee, Ruby M.
Fleming, Jessie M.
Ferguson, Nellie I.
Flarity, Orell M.
Farrell, Agnes.
Fuller, Archie M.
Ford, Edna.
Fuller, James C.
French, Flora L.
Francy, Ema A.
Fulton, Nellie P.
Fletcher, Mary A.
Grogan, James H.
George, Jetta L.
Gillies, Margaret B.
Gibbons, Bertha R.
Garrold, Sylvester J.
Gill, Jennie.
Gorman, Mary K.
Graham, Alfred G.
Glazier, Edythe A.
Grieve, Isabel.
Gorman, Arthur P.
Glenn, Annie W.
Goble, Alberta.
Gleeson, Bessie.
Grant, Lucy.
Gleeson, Honora G.
Galbraith, Ina C.
Givlin, Frances M.
Graham, Grace E.
Graham, Jessie A. M.
Graham, John G.
Gimby, Leta.
Gilbert, Marion.
Griffith, Lillian M.
Gay, Laura L.
Graham, Annie M.
Galloway, Christabel W.
Gillespie, Jennie.
Henry, Margaret A.
Hamlin, Ina.
Harkins, Florence U.
Hamilton, Harriet.
Hill, Ada L.

V. Permanent Second Class Certificates.—Con.

Hammar, Theresa A.
Howes, Amy.
Halladay, Ethelyn A.
Howe, Beatrice H.
Hagerman, Edith.
Haig, Muriel J.
Hicks, Ina L.
Haragan, Wilfred J.
Hart, Edythe L. V.
Howes, Hazel E.
Hunter, Esther.
Harrison, Rosetta A.
Hopper, Mabel.
Higgins, Ida P.
Harrigan, Loretta A.
Hanahoe, Margaret B.
Hansuld, Alvin F.
Hall, Mabel L.
Haines, Evelena.
Harvey, Jennie.
Hutchison, Ethel J.
Howlett, Elma B.
Houston, Jennie.
Holmes, Ada M.
Hunter, Lillian M.
Houston, Frances A.
Hill, Hattie A.
Holmes, Sadie A.
Houston, John B.
Harkness, Jean C.
Horton, Margaret E.
Hall, Vera M.
Hamilton, David L.
Holterman, Marion L.
Howson, Isabelle.
Hutchinson, Elsie M.
Hanna, Norma.
Holman, Mary E.
Inglis, Eva C.
Irwin, Christian M.
Irving, Maude G. N.
Irwin, Robert I.
Jackson, Nellie A.
Jameson, Irene.
Johnson, Agnes.
Johnston, Lulu F.
Johnston, Myrtle I.
Johnstone, Hannah E.
Jacklin, Isabel.
Jones, May.
Jamieson, Ethel M.
Jackson, Olive B.
Jeffery, Vera M. I.
James, Lena M.
Jordan, Mabel B.
Johnson, Ellen M.
Johnston, Elizabeth A.
Jordan, Annie T.
Kelly, Mary.
Keogh, Mary.
Kingsley, Nellie M.
Kitchen, Margaret A.
Keys, Emma R.
Knowles, Rose E.
Kenyon, Amy.
Kendrick, Agnes.
Keat, Elma H.
Kerr, Blanche.
Kirby, Garnet H.
Kidd, Della B.
Kilmer, Lily M.
Kerr, Alice M.
Kersey, William H.
King, Minnie M.
Kaitting, Minnie R.
Lillico, Arthur L.
Leslie, Mildred M.
Lennox, Irene.
Liesemer, Zetta.
Lees, Winifred E.
Love, Ellen W.
Luckham, Grace S.
Lake, Ina A.
Lynch, Rose A. M.
Loftus, Minnie L.
Leach, Eva M.
Lane, Etta.
Locke, Lena M.
Long, Evelyn.
Lynett, Kathleen M.
Lanthier, Ethel G.
Little, Marjorie I.
Langan, Leo. J.
Leslie, Margaret.
Logan, Lorienne McK.
Logan, Verna M.
Leake, William.
Lean, James E.
Morgan, Mary I.
Mills, Jennie.
Moran, Michael J.
Morrow, William O.
Maher, Mary.
Manley, Thomas E.
Mann, Jean P.
Millar, Kathleen M.
Miller, Ida J.
Milne, Marjorie L.
Mullett, Mary B.
Moore, Jean T.
Mutton, Alice E.
Martin, Annie.
Metcalfe, Eva B.
Murray, Kathleen S.
Murray, Winnifred.
Mahon, John F.
Mitchell, Eda I.
May, Stella P.
Manders, Bertha C.
Moore, Mrs. Isabel.
Mulholland, Letitia H.
Moore, Eliza J.
Milligan, Florence M.
Murray, Annie I.
Milliken, Gertrude A.
Morris, Gladys E.
Mitchell, Ella.
Murray, Mary L.
Meek, Louisa C.
Marleau, Euphemia.
Moir, Mary C.
Moore, Winifred V.
Meadd, Howard E.
Mulvaugh, Laura J.
Mason, Mabel C.
Mowbray, Tena P.
Mulvihill, Mary.
Munroe, Minnie B.
Moran, Matilda A.
Mellis, Margaret.
Millard, Mabel G.
Moss, Bessie H.
Miller, Margaret M.
Mooney, Jennie M.

V. Permanent Second Class Certificates.—Con.

MacMurchy, Jean.
MacKenzie, Mildred A.
MacDonald, Jennie.
MacMurchy, Bertha J.
Macarthur, Donald A.
MacDonald, Irene J.
MacDonald, Margaret.
MacFarland, Emily M.
Macdonald, Annie B.
MacMurchy, Elizabeth.
MacMurtry, Violet L.
MacKenzie, Rhoda.
Macdonald, Helen G.
MacDiarmid, Isabelle M.
MacNeill, Muriel G.
MacDonald, Mabel E.
MacFarland, Matie A.
MacDonald, John L.
Mackay, Edith.
MacKenzie, Anderina.
MacVicar, Lillias.
McNevin, Gladys J.
McMurchy, Dorothy C.
McEwan, Bessie M.
McGregor, B. Grace.
McKay, Ross R.
McQueen, Sarah A.
McCallum, Mary C.
McDowell, Marietta.
McDonald, Margaret.
McIntosh, John W.
McLeese, Mary N.
McPherson, Sarah H.
McAuley, Irene.
McFarlane, Hazel B.
McGill, Effie.
McInnes, Sarah P.
McLachlan, Florence M.
McNeal, Ethel E.
McBride, Edith.
McMahon, Leota.
McDougall, Marjorie C.
McQueen, Mamie.
McKee, Eliza E.
McGugan, Mary C.
McKenna, Martha M.
McCrohan, Kathleen B.
McCullough, Gladys E.
McCallum, Margaret.
McKnight, S. Ray.
McIntyre, Annie I.
McDermott, Olive A.
McGrath, Lucy.
McLean, John R.
McLelland, M. Edna.
McInally, Martha E.
McKishnie, Leta J.
McCarthy, Janet.
McDonell, Annie W. M.
McDonald, Mary G.
McLellan, Malcolm L.
McKenzie, Florence.
McLachlan, Annie I.
McGuire, Anastasia.
McLean, Katie.
McLeod, Janet L.
Noonan, Margaret.
Nolan, Anna C.
Neil, Florence E.
Nicholson, Isabel.
Niergart, Laura.
Neelands, Amy R.
Newton, Florence I.
O'Donnell, Josephine.
O'Bryan, Bessie.
Opper, William E.
O'Grady, Mary A.
O'Neill, Molly.
O'Grady, Nellie I.
Ollett, Mary.
O'Connor, Rose.
Oswald, Mary.
O'Connor, Mary A.
Palmer, Violet M.
Parke, Alice M.
Powell, Mabel F.
Pengelley, Isaac B.
Patton, Julia I.
Peel, Annetta.
Preston, Viola M.
Parker, Martha.
Patterson, Jennie C.
Payne, Annie C.
Prentice, Florence M.
Patterson, Thomas H.
Paget, Zella.
Pennington, M. Alma.
Payne, Percy W.
Parks, Nina M.
Penman, Annie.
Presant, Gladys.
Payne, Grace I.
Parkinson, Ethel R.
Packham, Lettie M.
Prout, Dora.
Patterson, Florence A.
Ponting, John L.
Pulford, Walterene.
Patterson, Vera I.
Pethick, Jeannette R.
Perrie, Jennie.
Pearson, Winnifred M.
Quinn, Clara.
Ryan, Theresa E.
Root, Marie C.
Robinson, Lottie A.
Raby, Mary C.
Ralph, Jennie H.
Richardson, Edna E.
Rowe, George F.
Rea, Bessie H.
Richards, Cathleen G.
Rankin, Alice R.
Rae, Eva A.
Robb, Jennie B.
Rigg, Mary M.
Robertson, Tomma E.
Riley, Agnes M.
Robinson, Milton R.
Rosenberger, A. Vera.
Rundle, Vida.
Robertson, Isabella S.
Robinson, Mabel J.
Ruckle, May.
Ryan, Daisy M.
Robeson, Violet A.
Russell, James B.
Richardson, Jean R.
Radcliffe, Dallas F.
Stoner, Ada.
Singleton, Sara E.
Stewart, Jessie H.
Sutherland, Fannie.
Stapleton, Ella I.

V. Permanent Second Class Certificates.—Con.

Shaw, Annie L.
Shillingham, Janet.
Sprague, Sarah C.
Sproule, Vera R.
Squire, Ora I.
Speers, Margaret I.
Scott, Gladys.
Scott, Lema L.
Strickland, Florence.
Smith, Cora A. B.
Smyth, James A.
Sangster, Wilhelmine.
Smith, Florence M. M.
Smyth, Violet E.
Sing, Beatrice L.
Sadler, Clara M.
Sturdy, Gertrude.
Staples, Muriel.
Sager, Emily J.
Spackman, Charlotte.
Strong, Elizabeth M.
Shaw, Ralph S.
Steven, Florence A.
Sullivan, Marie J.
Stewart, Marguerite I.
Scott, Theresa.
Simpson, Myrtle I.
Stock, Ellen V.
Squire, Florence M.
Stephen, Ruby.
Stewart, Ellen M.
Short, Jessie I.
Stouffer, Mabel R.
Stephenson, Walter H.
Seaton, Marie S.
Shannon, Laurie F.
Stewart, Isabel J.
Stouffer, Laura.
Scott, Florence M.
Stephens, Myrtle.
Staples, Nettie M.
Smart, Bessie J.
Silverthorn, Jennie P.
Shaw, Mary G.
Swinton, Alice E.
Struthers, Winnifred M.
Scott, Greta.
Simpson, Annie L.
Shaver, Christena.
Senior, Augusta.
Scott, Margaret I.
Swinton, Mary.
Smillie, William R.
Sutton, Verna E.
Tucker, Mary B.
Townsend, Ola.
Tolhurst, Gladys A.
Teevin, Violet B.
Taylor, Georgia M.
Taylor, Marion B.
Truan, Josie.
Taylor, Winnifred.
Thomson, Jane E.
Taylor, Edna J.
Turner, Elizabeth A.
Tackaberry, Charles G.
Travers, Bessie.
Turner, Elizabeth I.
Truemner, J. Elmore.
Titus, Ruth M.
Taylor, F. Lenore.
Thomas, Eveline.
Thompson, Lucy M.
Turner, Mildred.
Tovell, Clara J.
Tobin, Bridget M.
Tallon, Evelyn.
Tolmie, May.
Tindale, Ida G.
Tillman, Blanche A.
Tate, Ruth A.
Trewin, Annie K.
Thompson, Olive M.
Vivian, Annie I.
Wynne, Margaret A.
Watkins, Jean D.
Wallace, Jennie B.
Wright, Helen M.
White, Cora M.
Whelan, Josephine.
Weir, Janet A.
Wells, Lillian M.
White, Lloyd.
Wagg, James C.
Wright, Richard J.
Wholton, Olive M.
Wilson, Anna W.
Westcott, Fanny.
Wood, Ethel M.
Wood, Margaret M.
Watterworth, Bessie G.
Weir, Flossie A.
Wilhelm, Russell.
Witherspoon, Enid.
Walker, Viva G.
Wilson, Fannie M.
Woodley, Bertha I.
Wilkinson, Aubin L.
Wheeler, Gordon L.
Waugh, Grace A.
Wilson, Norman J.
Wright, Mary E.
Wells, Grace E.
Woon, Mabel L.
Weber, Elva M.
Westlake, Lily J.
Wellington, Florence M.
Willson, Etta M.
Welstead, Nellie W.
Watson, Matthew F.
Wilson, Rebecca J.
Wakem, Reta F.
Winsor, Gilbert H.
Wickett, Greta M.
Williamson, Ida J.
Weir, Anna J.
Woofenden, Lloyd.
Young, Emily S.
Yott, Delia F.
Zoellner, Inez M.

VI. Kindergarten Directors' Certificates

Campbell, Julia.
Cane, Bernice.
Hodgins, Mabel E.
Houston, Islay K.
Hyslop, Marjorie G.
Jackson, Flora L.
Johnston, Lulu.
Lee, Lydia S.
Legate, Frances E.

VI. Kindergarten Directors' Certificates.—Con.

Mackey, Gretta.
McEachern, May.
Mitchener, Vera.
Muir, Agnes J.
Plant, Dorothy E.
Staples, Marie M.
Stollery, Nina M.
Williams, Mrs. Edith.
Williams, Gladys M.

VII. Household Science Certificates

Boyd, Marian.
Campbell, Helen G.
Corrigan, Martha E.
Coulter, Annie M. (Specialist)
Crowe, Greta.
Denne, Lexa.
Farrant, Ethel O.
Griffin, Louise.
Johnston, Marjorie.
Kay, Mayme C.
Lawrence, Lillian R.
Leonard, Hazel.
Lyon, Laura.
Miller, Emily M.
Miller, Beaulah H.
MacGregor, Edith.
MacKenzie, M. Elizabeth.
MacLachlan, Ida F.
MacLaurin, Carrie E.
McKim, Elsie I.
Neff, Ruth K.
Oliver, Frederica.
Porter, Elizabeth P.
Ridgway, Elfrida W.
Rowse, Wilma.
Shorey, Augusta E.
Spargo, Ella M.
Templeton, Robina.
Thompson, Mary W.
White, Lucy.
Wright, Jessie G.

VIII. Interim Commercial Specialist Certificates

Dixon, Nora G.
Ford-Firby, Mrs. Emma.
Fritz, Olive.
Grose, Annie R.
Howie, Mabel F.
Oates, Thomas W.
Patterson, Edith E.
Tiplady, Evelyn C.

IX. Interim Art Specialist Certificates

Ford, Katrina P.
Morell, Robert.
Nelson, Arletta.
Richardson, Kate.
Thomas, Neil J.

X. Manual Training Certificates

Bowers, Frank. (Interim Ordinary.)
Carson, William L. " "
Moir, Alexander " "
Mutter, James A. " "
Clubine, Israel M. (Perm. Ordinary.)
DeGroat, Chas. M. " "
Sayers, John R. " "
Slaughter, Edward. " "
Baker, Henry J. (Int. Specialist.)
Close, James O. " "
Crowson, Arthur (Int. Specialist.)
Later, Thomas J. " "
Moffatt, James N. " "
Phelan, Frank J. " "
Shortill, Robert N. " "
Tebbutt, Chas. A. " "
Whiddon, John W. " "
Hatch, Augustus T. (Perm. Specialist)
Milne, James W. " "
Tench, Franklin J. " "

XI. Professional Certificates, 1913

—	No. of Candidates	Extra Mural Candidates	High School Interim Certificates	Provincial First Class	Interim First Class	Permanent Second Class	Interim Second Class	Limited Third class valid for 5 years	District Certificates valid for one or two years	Total number of Certificates
Faculties of Education	365	....	*193	32	221	....	12	....	.....	458
Normal Schools	968	153	....	....	....	142	783	95	.....	1,020
Model Schools	369	....	....	....	....	....	....	350	14	364
English-French Model Schools	78	....	....	....	....	....	....	77	1	78
Summer Model Schools	360	....	....	....	....	....	....	58	241	299
Certificates issued on *pro tanto* standing	....	....	....	....	....	....	3	78	.....	81
Interim High School Certificates issued on reaching 21 years of age	....	....	†110	....	....	....	....	....	.....	110
Provincial Third Class valid for 3 years	....	....	...	....	....	....	....	....	.....	1
Total number of newly certificated teachers.	....	....	303	32	221	142	798	658	256	2,411
Interim Certificates made permanent	....	....	....	37	....	504	....	....	.....	541

* Of these 104 were also granted I Class Certificates.
† These formerly held Interim I Class Certificates.

Kindergarten Certificates

Number of Directors	18
Number of Assistants	14

Manual Training

Number of Interim Ordinary Certificates	4
Number of Permanent Ordinary "	4
Number of Interim Specialist "	9
Number of Permanent " "	3

Household Science

Number of Certificates issued	31

Summary of Certificates issued on the results of the examinations taken at the close of the Spring and Summer Sessions at the Ontario Agricultural College, the Ontario College of Art, and the University of Toronto

Elementary Household Science	21
Elementary Agriculture and Horticulture	55
Elementary Art	73
Art Specialists	6
Art Supervisors	8
Elementary Vocal Music	21
Elementary Physical Culture	24
Specialists in Physical Culture	6
Supervisors in Physical Culture	12
Specialists and Supervisors in Physical Culture	25

In addition to the above, one Elementary Commercial and fourteen Elementary Art Certificates were granted under the provisions of Regulation 8 (1), page 15 of the High School Regulations; also four certificates as Art Supervisors and one in Elementary Physical Culture on *pro tanto* standing.

XII. Temporary Certificates Issued in 1913

Inspectorate	Number during 1st half year	Number during 2nd half year	Inspectorate	Number during 1st half year	Number during 2nd half year
Brant	5	2	Peel	5	8
Bruce, E.	14	17	Perth, N	.....	4
Bruce, W.	1	2	Perth, S.	2	.....
Carleton, E.	6	12	Peterborough, E	17	18
Carleton, W.	22	20	Peterborough, W, & Victoria, E	12	2
Dufferin	15	1	Prescott and Russell	31	28
Dundas	1	2	Prince Edward	25	17
Elgin, E.	4	2	Renfrew, N	14	20
Elgin, W.	.....	.....	Renfrew, S.	21	18
Essex, N.	2	4	Simcoe, N.	2	3
Essex, S.	2	11	Simcoe, S.W.	27	17
Frontenac, S	32	31	Simcoe, E.	16	7
Frontenac, N.	66	41	Stormont	1	6
Glengarry	17	13	Victoria, W	8	10
Grey, E.	23	14	Waterloo, N. (No. 1)	1	.....
Grey, W.	15	13	Waterloo, S. (No. 2)	3	4
Grey, S.	6	6	Welland	6	5
Guelph	1	.....	Wellington, N	2	1
Haldimand	.....	.....	Wellington, S.	2	2
Halton	3	1	Wentworth	6	5
Hamilton	9	.....	York, N.	6	2
Hastings, C.	5	7	York, S.	3	3
Hastings, S.	8	9	District Divisions:		
Huron, E.	1	3	No. I	12	10
Huron, W	.....	.....	No. II	20	9
Kent, E.	1	.....	No. III	4	13
Kent, W.	5	2	No. IV	24	15
Lambton, E., No. 2	1	.....	No. V	18	18
" W., No. 1	3	2	No. VI	16	15
Lanark, W.	29	32	No. VII	25	37
Leeds and Grenville, No. 1	10	23	No. VIII	20	19
" " " No. 2	9	15	No. IX	46	32
" " " No. 3	10	18	No. X	30	46
Lennox	26	21	No. XI	8	7
Lincoln	.....	.....	English-French Divisions:		
Middlesex, E.	1	.....	No. I	.....	.....
Middlesex, W.	.....	1	No. II	7	.....
Norfolk	3	8	No. III	11	10
Northumberland & Durham:			R. C. Separate Sch. Divisions:		
Centre, No. 2	13	11	No. I	5	6
East, No. 3	19	19	No. II	1	1
West, No. 1	5	13	No. III	1	6
Ontario, N.	5	6	No. IV	15	13
Ontario, S.	8	6	No. V	16	.....
Oxford, N.	4	1			
Oxford, S.	3	2	Totals	902	828

APPENDIX P

HIGH AND PUBLIC SCHOOL CADET CORPS, 1913

Name of School	Strength of Corps	Number present at time of inspection	Drill and Exercises performed at inspection	General remarks of Inspecting Officer	Legislative grant
					$
Almonte High School	37	35	Fair.	Promises to be a good corps.	50
Arthur High School	36	28	Fair to good.	Efficient	50
Belleville High School	76	70	Very good...	A splendid corps	50
Barrie Collegiate Institute	93	86	Fair to good.	Not efficient	.....
Belleville Public Schools (3 corps)	196	181	Good	Very good	150
Brantford Collegiate Institute	65	65	Indifferent to very good.	Efficient	50
Brantford Public Schools (4 corps)	204	204	Efficient.	Newly appointed corps; keen instructor.	200
Brockville Collegiate Institute	44	34	Very good...	A very good corps	50
Campbellford High School	54	44	Good.	Very good corps, well up in drill.	50
Chatham Collegiate Institute	64	64	Fair to very good.	Efficient	50
Chatham Central Public School	53	46	Fair to very good.	Efficient	50
Chesley High School	34	34	Fair to very good.	Efficient	50
Clinton Collegiate Institute	59	59	Fair to very good.	Efficient	50
Cobourg Collegiate Institute	81	72	Very good...		50
Collingwood Collegiate Institute	54	53	Fair to very good.	Efficient	50
Cornwall High School	32	28	Fair to very good.	Well organized, and enthusiastic.	50
Dundas Public School	41	41	Efficient....	Smart corps	50
Dunnville High School	38	38	Efficient....	Smart, good showing in camp.	.....
Elora High and Public Schools	53	53	Fair to very good.	Efficient	.....
Essex High School	59	49	Fair to very good.	Efficient	50
Fergus High School	41	41	Fair to good.	Efficient	50
Fort William Collegiate Institute	80	73	Fair to very good.	Very efficient	50
Galt Collegiate Institute	43	43	Fair to very good.	Efficient	.....
Goderich Collegiate Institute	55	51	Fair to very good.	Efficient	50
Guelph Collegiate Institute	86	65	Fair to very good.	Efficient	50
Guelph Central Public School	55	48	Fair to good.	Efficient	50
Hamilton Public Schools (15 corps)	425	400	Efficient....	Very smart and efficient battalion.	*750
Hamilton St. Mary's Sep. School	41	40	Efficient....	First year at drill, coming along very well.	50

* Not yet paid. January, 1914.

HIGH AND PUBLIC SCHOOL CADET CORPS, 1913—Continued

Name of School	Strength of Corps	Number present at time of inspection	Drill and Exercises performed at inspection	General remarks of Inspecting Officer	Legislative grant
					$
Hamilton Collegiate Institute	108	103	Very good	Keen interest taken	.....
Harriston High School	32	32	Good to very good.	Efficient	.....
Ingersoll Collegiate Institute	32	32	Fair to very good.	Efficient	.....
Kingsville Public School	32	29	Fair to very good.	Efficient	.....
Leamington High School	35	30	Fair to good	Efficient	.....
Lindsay Collegiate Institute	124	119	Very good	One of the best; officers very enthusiastic.	50
London Collegiate Institute	81	81	Fair to very good.	Efficient	50
Madoc High School	34	34	Good.	Efficient	50
Meaford High School	45	45	Efficient	Efficient	50
Midland High and Public Schools	66	56	Fair to good.	Efficient	.....
Millbrook Public School	34	32	Good	Recently organized, promises to be very good corps.	50
Morrisburg Collegiate Institute	34	34	Very good	This corps is a good one	50
Mount Forest High School	52	47	Fair to very good.	Efficient	50
Napanee Collegiate Institute	61	61	Very good	Very efficient	50
Niagara Public School	56	46	Efficient	Smart corps; instructor keen.	.....
Niagara Falls Collegiate Institute	56	56	Efficient	Efficient corps, capable and keen instructor.	50
Niagara Falls Public School	71	71	Efficient	Smart; newly organized.	50
Norwood High School	40	28	Good	A promising corps	.....
Orangeville High School	68	64	Good to very good.	Instructor takes a keen interest.	.....
Orangeville Public School	74	71	Good.	A good corps; keen instructor.	50
Orillia Collegiate Institute	104	96	Fair to good.	Efficient	50
Ottawa Collegiate Institute	71	66	Good to very good.	Very good	50
Owen Sound Collegiate Institute	51	51	Efficient	Very efficient corps	50
Perth Collegiate Institute	31	31	Good	A splendid corps and efficient.	.....
Peterborough Collegiate Institute	131	117	Very good	An exceptionallygood corps	50
Picton Collegiate Institute	51	51	Good.	A very good company indeed.	50
Port Arthur Collegiate Institute	54	52	Fair to good.	Efficient, boys keen	50
Port Hope High School	106	106	Good	Officers bright and well up in their work, good corps	50 50
Port Perry High School	46	44	Fair to very good.	Efficient	.....
Prescott High School	39	39	Very good	A very promising corps	50
Renfrew Collegiate Institute	46	44	Good	All enthusiastic	50
St. Catharines Collegiate Institute.	52	51	Efficient	Very smart and efficient	50
St. Thomas Collegiate Institute	68	61	Good to very good.	Efficient	50
St. Thomas Myrtle St. Public School	39	39	Good to very good.	Efficient	.....
Sault Ste. Marie Public Schools	71	53	Fair to good.	An efficient junior corps	50
Seaforth Collegiate Institute	41	40	Very good	Efficient	.....
Simcoe High School	51	51	Efficient.	Well up in the work	50

HIGH AND PUBLIC SCHOOL CADET CORPS, 1913—Continued

Name of School	Strength of Corps	Number present at time of inspection.	Drill and Exercises performed at inspection	General remarks of Inspecting Officer	Legislative grant
					$
Smith's Falls Collegiate Institute...	91	91	Very good...	Well organized and very efficient.	50
Stirling High School.....	34	34	Good to very good.	A promising corps	50
Stratford Collegiate Institute	155	145	Good to very good.	Efficient	50
Stratford Public Schools (3 corps)..	120	115	Fair to very good.	Efficient	150
Strathroy Collegiate Institute.....	39	39	Fair to very good.	Efficient	50
Tamworth Pub. Sch. (No. 6, Sheffield)	37	29	Fair.	Recently organized, but will improve.	50
Tillsonburg High School.....	38	35	Good to very good.	Efficient	50
Toronto:					
Harbord Collegiate Institute...	120	120	Very fair to very good.	Efficient	50
Jarvis Collegiate Institute.....	64	59	Good to very good.	Best corps in my inspectorate.	50
Parkdale Collegiate Institute..	63	63	Fair to very good.	Very good physique efficient.	50
Public Schools (32 corps).....	2,937	2,688	Fair to good.	Efficient	*1600
De La Salle Institute	169	167	Good to very good.	The Principal takes a keen interest in the corps.	50
Trenton High School.....	37	37	Very good.	One of the best in the district.	50
Uxbridge High School.....	41	38	Fair to very good.	Good	50
Vankleek Hill Collegiate Institute..	47	44	Good.	Very neat appearance....	50
Wiarton High School.....	31	31	Fair to good.	Efficient	.....
Walkerton High School.....	34	32	Fair to good.	Efficient	50
Winona Pub. Sch. (No. 1 Saltfleet)..	37	34	Efficient....	Newly appointed corps; instructor very keen.	50
Woodstock Collegiate Institute.....	45	40	Very good ..	Efficient.....	50
Total, 136 corps.....	8,525	7,949			

* Not yet paid, January, 1914.

APPENDIX Q

REPORT OF THE INSPECTOR OF TECHNICAL EDUCATION

I. MANUAL TRAINING CENTRES

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
OTTAWA								
1 Slater Street School	C. Medcalf.	$1,500 to $2,000 by $100	180	Junior IV. to Commercial.	1½ to 2 hours	All the rooms are ordinary school class rooms, in most cases specially built, and in others adapted for Manual Training. They are generally light, airy and well ventilated.	Equipped with 20 benches and all tools for elementary woodworking. The Commercial classes are provided with equipment for copper and brass work.	Mr. C. Medcalf acts as supervisor, being allowed 5 half days per week for this purpose.
2 Wellington Street School	W. G. Myrick.	$1,175 to $1,400 by $75 annually.	60					
3 Elgin Street School			215					
4 Glashan School	R. S. Holmes.		124					
5 First Avenue School	H. S. Winchester		145					
6 Hopewell Avenue School	J. C. Jandrew.		64					
7 Creighton Street School	A. Crowson		64					
8 Cambridge Street School	J. J. Carter		133					
9 Percy Street School			83					
10 Osgoode Street School			121					
11 George Street School			65					
12 Rosemount Avenue School			101					
13 Mutchmore Street School			127					
14 Model School	J. S. Harterre		230	All grades.	¾ to 1 hour.	2 rooms, elementary and advanced.	Cardboard work, clay modelling, and wood work	
TORONTO								
15 Wellesley School	C. T. Yeo.	$1,200 to $1,800	219	Junior IV Senior IV	1½ to 2¼ hours.	Elementary woodwork is provided for in a room of the ordinary class room type, the newer rooms being specially fitted.	Each centre is equipped with 20 benches and the ordinary wood working tools. Two centres are equipped for ornamental metal work.	J. N. Moffatt acts as supervisor. Evening classes are held in Queen Alexandra, Lansdowne, Dewson Street, Technical, George St. and Manning Avenue Schools.
16 Lansdowne School	A. J. Rostance		269					
17 George Street School	J. Slaughter.		269					
18 Queen Alexandra School	W. Flummerfelt.		254					
19 Manning Avenue	T. T. Carpenter.		260					
20 Dewson Street School	E. Faw.		284					
21 Parkdale School	J. C. Hamilton.		288					
22 Kimberley School	E. Beattie.		210					
23 Annette Street School	O. Close.		203					
24 Kent School	J. Brennan.		205					
25 Technical High School	J. H. Cunningham.		200	I, II	2 hours.			
26 Brown School	H. J. Baker.		254					
27 Oakwood High School	J. N. Shorthill		246					

28 Perth Avenue	S. W. Davidson.							
29 Normal Model School	J. H. Wilkinson.	$1,600	100		1½ hours			
30 Kingston Public School	A. Hatch.	$1,400	166	III, IV	1½ to 2 hrs.	A basement room	Bench work,	
31 Brantford Public School	A. Styles.	$1,000	255	S. IV, J. IV	1½ hours	Separate building.	Wood work and turning.	Voluntary class Saturday a.m. in mechanical drawing.
32 Brantford Coll. Institute	J. A. Mutter.	$1,350	82	I, II	2½ hours	Separate shops provided for bench work, forging, turning and drawing.	20 benches, 4 wood turning lathes, 1 engine lathe, band saw, 8 forges, motors, etc.	
33 Brockville Public Schools	.....	.....	205	III., IV	2 hours	Separate building.	27 benches, 1 wood turning lathe.	No Manual Training in Collegiate Institute.
34 Stratford Coll. Institute	J. Tench.	$1,200	245	IV P.; J. Sep; Ss. I, II, Col. I	1½ and 2 hrs.	Separate building.	Woodshop, forge and machine shop and store room.	
35 Stratford Normal School	S. Pickles.	$1,520	Normal	Students.	1 hour	Two rooms.	Cardboard work and wood work.	
36 Woodstock Coll. Institute	J. S. Mercer.	$1,450	199	J. IV to Form III	2 hours 2½ hours	Separate building	Bench work, wood turning, forging, machine shop, beaten metal, mechanical drawing.	The Commercial, Second and Third forms take metal work.
37 Guelph Public Schools	J. T. Power.	$1,200	318	J. III to Com.	1½ to 2 hrs.	47 ft. x 24½ ft. x 13 ft.	7 vices and 1 forge in addition to ordinary wood work,	No Manual Training in the Collegiate Institute.
38 Guelph Machinery Hall	This offers courses of one month, three months or nine months for persons wishing to become teachers of Manual Training.							
39 Guelph Consolidated School	O. R. Pengelly.	$200	47	J. III, J. IV	2½ hours	25 ft. x 33 ft. x 11½ ft.	20 benches with tools.	Manual Training suitable for rural districts.
40 Berlin Collegiate Institute	D. W. Houston.	$1,550	251	J. IV. S. IV.; I. II	1½ to 2½ hrs.	Work shop, machine shop, drawing room.	Benches, wood-turning lathes, drawing tables, forges, drill, band saw, grinder.	

I MANUAL TRAINING CENTRES—Continued

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
41 Hamilton Technical and Art School.....	In addition to the boys taking industrial courses a large number of boys from the Public Schools and Collegiate Institute take woodworking, forging and machine shop practice.							
42 Wentworth Street School, Hamilton.....	W. L. Carson	$800	278	J. IV to Com.	1½ and 2 hrs.	2 rooms. 24 ft. x 32 ft. x 8 ft. 6 in.	20 benches and usual equipment.	
43 Caroline Street, Hamilton.	A. E. Wilcox.	$1,200	273	J. IV to Com.	1½ and 2 hrs.	22 ft. x 30 ft. x 14 ft.	20 benches and usual tool equipment.	
44 Normal School, Hamilton.	A. J. Painter.	$1,300	136	J. IV to Com.	1½ and 2 hrs,	Two Rooms.	20 benches and usual tool equipment.	In addition to Normal students.
45 King George, Hamilton ...	F. Bowers ..	$800	217	J. IV to Com.	1½ to 2 hrs.	Class Room.	20 benches and tools.	
46 Collegiate Inst., London ..	G. A. Andrus	$1,600	200	II	1⅔ hours.	39 ft. x 26 ft. x 15 ft.	30 benches with usual tool equipment.	
47 Normal School, London ...	S. Pickles.	$1,520	92	IV	1½ hours	Two rooms.	20 benches with usual tool equipment.	In addition to Normal students.
48 St. George's, London.....	A. Moir.	$900	172	IV	2 hours	30ft. x 30 ft. x 8ft.	20 benches with usual tool equipment.	Basement room.
49 Lorne Avenue, London....			114	IV	2 hours.	31ft. x 23 ft. x 8ft.	20 benches with usual tool equipment.	Basement room.
50 Princess Avenue, London..	W. A. Adams	$1,500	143	IV	2 hours.	Ordinary class room.	" "	
51 Queen Alexandra, London.				IV	2 hours.	" "	" "	
52 Ingersoll Collegiate Inst..	F. Tanton.	$1,200	196	J. IV to F. II	2 hours.	A separate building.	20 benches, forge, lathes.	5 classes, one each afternoon.
53 Cornwall Public School...	D. N. Cornell.	$850	95	J. III, IV	2 hours.	Basement.	20 benches and tools.	
54 St. Thomas.....	C. M. DeGroat	$1.000	291	S. III to I	1½ and 2 hrs.	18 ft. x 90 ft.	20 benches with tools.	
55 Galt Collegiate Institute..	F. E. Braucht.	$1,300	205	IV, F. I II III	1½ to 2 hours.	47 ft. x 26 ft. x 10 ft.	20 benches and tools.	

56 Owen Sound Collegiate Institute	W. S. Mann	$1,000	202	IV, F III	1½ to 2 hours	35 ft. x 10½ ft. x 24 ft.	Bench work wood turning	
57 Rittenhouse School	This is a rural school, the basement of which is fitted as a Manual Training room with 6 double benches and the necessary tools.							
58 Collingwood	.....	$1,200	210	IV, J. Form I	1½ to 2 hours	A room in the Public Library is used. Evening classes are held two nights a week.		
59 Normal, North Bay	A. Chambers	$1,300	Accommodation and equipment as in other Normal Schools.					
60 Peterborough Normal Sch.	A. F. Hagerman	$1,200	Accommodation and equipment as in other Normal Schools.					
61 Peterborough Public Sch.			130	III J IV I Coll I	.....	Two class rooms.	20 benches, with usual tool equipment.	
62 Port Arthur	J. Whiddon,	$1,575	142	IV, F. I II	2 hours.	Two rooms.	20 benches.	
63 Sault Ste. Marie	T. J. Later,	$1,300	129	IV, F. I II III	2 hours.	Wood shop, forge shop, drawing room.	26 benches, lathes, forges, etc.	
64 Smith's Falls	W. F. Ferguson	$1,200	140	IV, P S I, H S	1½ to 2 hours	Basement room.	Ordinary wood-work equipment.	
65 Douglas Ave, Windsor	Recently opened.							
66 Assumption St., Windsor								
67 Public School, Walkerville								
68 " " Paris								
69 " " Amherstburg								
70 " " Orangeville								
71 Fort William								
72 Essex	Closed for various reasons.							
73 Alvinston								
74 Renfrew								

II. HOUSEHOLD SCIENCE CENTRES

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
1 Model School, Ottawa	A. E. Robertson	$1,060	149	All	½ to 1½ hrs,	36 ft x 36ft x 14 ft 18 ft x 18 ft x 14 ft	Cookery. Needlework.	A separate dining-room with service is furnished.
2 Applied Arts Sch., Ottawa	G. Boggs G. Calhoun	$600 $1,200	481	8	1½ hrs.		Cookery. Needlework.	Sewing machines are provided in needle-work equipment.
3 First Avenue	Lily M. Ross. Ada M. Davis Helen Plewes	$1,000 $600 $600						

II. HOUSEHOLD SCIENCE CENTRES—Concluded

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
TORONTO								
4 Queen Alexandra School..	L. E. Snell,	$750	296	IV	1 to 2 hrs,	27 ft x 36 ft x 14 ft	All rooms are equipped alike with accommodation for 24 girls at one time taking cookery.	
5 Dewson Street " ..	MissGraham	$750	288	"	"	40 ft x 40 ft x14 ft		
6 King Edward " ..	Mary Foote,	$1,000	303	"	"	36 ft x 24 ft x 13 ft		
7 Wellesley " ..	D. C. Raynor	$900	202	"	"	36 ft x 20 ft x 13 ft		
8 Winchester " ..	G. E. Williamson	$950	286 300	"	"	36 ft x 24 ft x 13 ft		
9 Parkdale " ..	Miss Hills.	$1,000	280	"	"	36 ft x 24 ft x 13 ft		
10 Kent " ..	Miss Armstrong	$900	300	"	"	School kitchen.		
11 Annette St. " ..	Miss Smythe	$750	250	"	"	"		
12 Kimberley " ..	Miss Bryans	$750	252	"	"	"		
13 Manning Avenue.....	J.M.Williams	$600	260	"	"	"		
14 Brown School	J. C. Pease	$750	270	"	"	"		
15 Oakwood High School	I. Sutherland	$1,000	296					
16 Technical High School ...	.....	.....	Two kitchens are equipped here, and a large and varying number of regular and special students take courses at different periods in various subjects.					
1 Normal School	N. Ewing.	$1,060	Normal School Students and Model School pupils are taken.					
18 Kingston Pub. Schools....	E. A. Booth..	$550	362	III, IV	1½ and 2 hrs.	33 ft x 21 ft x 24 ft	Cookery, needlework	
19 Brantford Coll. Institute..	E. E. Hartley	$650	310	IV, F's I, II,	1½ and 2 hrs.	27 ft x 31 ft x 13 ft	Cookery,	
20 Brockville Pub. Schools ..	A. Kendall.	$450	234	III, IV	2 hours.	36 ft x 27 ft x 8½ ft	Cookery.	A separate building.
21 Stratford Normal.....	A. Neville.	$960	Normal School Students only.					
22 Stratford Coll. Institute..	.....	$650	239	IV, F. I, II	1½ and 2 hrs.	Kitchen and dining room.	Equipped for 28.	
23 Woodstock.....	M. McKee.	$600	189	J. IV to F. III	2 hours.	33 ft. x 24 ft x 8 ft	Equipped for 24.	
24 Guelph Pub. School.....	E. MacVannel.	$800	385	III, IV	2 hours.	39 ft x 24 ft x 13 ft	Cookery, needlework.	Girls of Coll. Inst. take no Household Science.
25 Guelph Consolidated Sch..	M. C. Kay...	$650	60	All.	2 hours.	32 ft x 27 ft x 11½ ft	Cookery, needlework.	A rural school.
26 Macdonald Institute.....	Training	School for Teachers.	Classes from Public Schools also attend.					
27 Berlin Collegiate Inst.....	.....	$950	244	IV, F. I, II	1½ to 2½ hrs.	Kitchen and dining room.	Cookery, needlework.	School lunches served.

HAMILTON								
28 Wentworth Street	M. M. Taylor	$550	278	III, IV	1½ and 2 hrs.	Kitchen.	" "	Miss Strong, of the Technical School acts as Supervisor.
29 Caroline Street	B. H. Peebles	$550	327	III, IV	"	"	" "	
30 King Edward	.....	$500	309	III, IV	"	"	" "	
31 King George, Hamilton	A. M. Carpenter.	$550	241					
32 Technical School	I. W. Strong	$750	323	S. III to F. II.	"	"	Cookery.	
33 Normal School, Hamilton	C. Elliott.	.....	142	S. III to Com.	1½ and 2 hrs.	This is Public School work in addition to the training given to Normal students.		
LONDON								
34 Collegiate Institute	M. C. Macpherson.	$1,000	232	I, II, III	1½ to 1½ hrs.	Kitchen.	Cookery.	
35 Normal School	A. B. Neville	$960	Normal	students only.				
36 Talbot Street	I. Craig		62					
37 Lorne Avenue	Florence Bilton.	$500	113	VI, VII, VIII.	Two hours.	Kitchen.	Cookery.	
38 Victoria Street	.....	$500	124			"	"	
39 Alexandra School	M. Stuart.	$250	74					
40 Ingersoll	I. Eedy.	$400	96	J. IV to F. II	2 hrs,	Temporary room.	Cookery, needlework.	5 classes.
41 Galt Collegiate Institute	F. A. Twiss.	$1,000	214	IV, F.I, II, III	1½ to 2 hrs.	50 ft x 27 ft x 11 ft	Cookery, sewing, laundry.	School lunches served
42 Owen Sound Coll. Institute	F. P. Pritchard	$750	256	IV to F. II	1½ to 2 hours.	30 ft x 40 ft x 10 ft	Cookery, needlework.	
43 North Bay Normal	Normal students. Public School pupils also take the work here.							
44 Peterborough Nor. Sch.	E. Ferguson	.....	In addition to the Normal students Public School and Collegiate Institute pupils take the work at both schools.					
45 Peterborough Pub. Schs		$900						
46 Sault Ste. Marie	M. P. Shaw.	$700	158	IV, F.I, II, III	2¼ to 2½ hrs.	Kitchen. dining-room, sewing room.	Equipped with electric stoves.	
47 Niagara Falls South High School	Winona Cruise.	$900	22	I, II	2 hrs.	Kitchen,	Equipped for 24.	
48 Paris	M. L. Oliver.	$600	108	III, J. IV.	2 hrs.	Large kitchen.	"	
49 Thorold High School	E. S. Fitzgerald.		25	III, IV, F. I, II	2 hours	Temporary room.	Equipped for 12.	
50 Belleville	R. G. Templeton.	$500	214	III, IV, F. I, II, III	2 hours			
51 Renfrew	Closed.							
52 Smith's Falls	Recently opened							
53 Douglas Avenue, Windsor	Recently opened.							
54 Assumption St., "								
55 Walkerville								
56 Separate School, Hamilton.								
57 Fort William								

APPENDIX R

SUPERANNUATED TEACHERS

* Allowances Granted during 1913

Register Number	Name	Age	Post Office	Years of Service	Allowance
					$ c.
1216	Riches, Mrs. G. S	70	Toronto	37½	262 50
1217	Spafford, Thomas F	56	Bethel	29½	203 50
1218	Davison, Wm. M	53	Wilton	25	150 00
1219	Clark, Levi J	73	Toronto	50	346 00
1220	Pearce, Thomas	80	Berlin	54	378 00
1221	Deacon, J. Scott	71	Milton	47½	331 50
1222	Chenay, David	66	Windsor	43½	303 00
1223	Gardner, S. A	73	Belleville	51½	357 00
1224	King, Samuel Geo	60	Owen Sound	30	207 00
1225	Jardine, Wm. Wilson	71	Wardsville	32	219 00
1226	McEachern, Peter	59	Toronto	20	140 00
1227	Watson, Alex. H	64	Madoc	32½	224 50
1228	McDiarmid, H. F	62	Ingersoll	40½	283 50
1229	Rankin, Thos	60	Port Elgin	34	234 00
1230	†Simpson, Jessie Ann	61	London	43	301 00
1231	Braithwaite, Wm	68	Toronto	41½	290 50

Summary for Years 1882-1913

Year	Number of Teachers on List	Expenditure for the Year	Gross Contributions to the Fund	Amount Refunded to Teachers
		$ c.	$ c.	$ c.
1882	422	51,000 00	13,501 08	3,660 10
1887	454	58,295 33	1,489 00	3,815 80
1892	456	63,750 00	1,313 50	786 86
1897	424	62,800 33	847 00	620 27
1902	407	64,244 92	1,073 50	722 78
1907	375	63,018 55	766 00	764 54
1912	297	‡52,696 90	‡504 65	‡443 01
1913	288	‡52,768 62	‡659 15	‡703 74

Four teachers' subscriptions were withdrawn from the fund during the year ending 31st October, 1913.

* As the sum of $4 is deducted from each Superannuated Teacher's allowance as subscription to the fund, the payments were $4 less in each case than given in this list.

† Payment commences January, 1914.

‡ For fiscal year ending 31st October.

APPENDIX S

FINANCIAL STATEMENT OF THE FACULTIES OF EDUCATION

I.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION

Financial Statement for Year Ending 30th June, 1913

Receipts

Provincial Grant		$15,000 00
Fees:		
Teachers in training	$4,585 00	
Pupils in University Schools	23,234 50	
		27,819 50
		$42,819 50

Expenditures

1. Salaries

W. Pakenham, Professor (also Dean of Faculty), 12 mos. to 30th June	3,600 00	
H. T. J. Coleman, Associate Professor, 12 mos. to 30th June	3,000 00	
H. J. Crawford, Associate Professor and Head Master of University Schools, 12 mos. to 30th June	3,000 00	
Lecturers in Methods; also Chief Instructors, University Schools:		
G. A. Cornish, Science, 12 mos. to 30th June	2,200 00	
J. T. Crawford, Mathematics, 12 mos. to 30th June	2,100 00	
W. E. Macpherson, History, 12 mos. to 30th June (resigned)	2,000 00	
O. J. Stevenson, English and History, 12 mos. to 30th June	2,000 00	
W. C. Ferguson, French and German, 12 mos. to 30th June	2,000 00	
F. E. Coombs, Elementary Subjects, 12 mos. to 30th June	2,000 00	
S. W. Perry, Lecturer in Art and Commercial Work, also Assistant Instructor, University Schools, 10 mos. from 1st Sept., at $1,800	1,500 00	
Assistant Instructors in University Schools:—		
T. M. Porter, 12 mos. to 30th June	1,900 00	
H. A. Grainger, 12 mos. to 30th June	1,900 00	
J. A. Irwin, 12 mos. to 30th June	1,800 00	
J. O. Carlisle, 12 mos. to 30th June	1,700 00	
J. G. Workman, 12 mos. to 30th June	1,700 00	
W. J. Dunlop, 12 mos. to 30th June	1,600 00	
G. A. Cline, 10 mos. from 1st Sept. at $1,500	1,250 00	
W. L. C. Richardson, 10 mos. from 1st Sept. at $1,500	1,250 00	
A. N. Scarrow (also Instructor in Faculty of Education), 12 mos. to 30th June	1,500 00	
G. N. Bramfitt (also Instructor in Faculty of Education), 12 mos. to 30th June	1,400 00	
D. E. Hamilton, 10 mos. from 1st Sept. at $1,300	1,083 33	
C. H. Mercer (Sessional)	1,300 00	
Miss E. M. Eadie, Instructor in Household Science (Sessional)	100 00	
Supervisors of Observation and Practice-teaching (Sessional):—		
L. E. Embree, High Schools	100 00	
W. E. Groves, Public Schools	100 00	
Supply Teachers:—		
H. A. G. Willoughby, 6⅔ days at $4.50, $30; C. W. Robb, 1⅔ days at $4.50, $7.50	37 50	
Miss E. Watkins, Stenographer in Dean's Office, 12 mos. to 30th June	650 00	
		$42,770 83

2. Education Building and Department

(*a*) Maintenance of Building:—		
Fuel	1,100 72	
Light	755 12	
Water	197 72	
Caretaker's supplies	298 87	
Cleaning	906 13	
Repairs and renewals	629 21	
Repairing damage caused by fire	953 00	
Engineer and Caretaker, S. Hunter, 12 mos. to 30th June at $1,200 (less 6 days extra holiday)	1,180 65	
Fireman, R. Bullock, 8 mos. 25 days at $50 per month	441 66	
Night watchman, also night fireman, G. Hagan, 12 mos. to 30th June	750 00	
Messenger, A. Scott, 52 weeks 1 day to 30th June	247 38	
	$7,460 46	
Less received from insurance companies, fire loss	969 55	
		6,490 91
(*b*) Maintenance of Department:—		
Payment to City Board of Education for use of schools	$3,300 00	
Clerical assistance	286 00	
Office expenses, printing, postage, classroom supplies and sundries	3,531 84	
		7,117 84
		$56,379 58

NOTE.—In the above statement no charge has been made upon the Faculty of Education for any portion of the general expenses of University administration, such as Library, Examination, etc.

Certified, F. A. MOURÊ, *Bursar.*

II.—UNIVERSITY OF QUEEN'S COLLEGE FACULTY OF EDUCATION

Financial Statement for the Year 1913

Receipts

Surplus from 1912	$677 46	
Ontario Government	12,000 00	
Fees	1,382 00	
		$14,059 46

Expenditures

Salaries:—		
Dean Ellis	$1,750 00	
Prof. S. Laird	1,875 00	
Dean Coleman	1,800 00	
W. E. Macpherson	1,250 00	
Miss W. Atkins	93 00	
L. D. Fallis	50 00	
W. G. Anderson	50 00	
Nora Ross	50 00	
Victoria Wiltshire	50 00	
		$6,968 00
Board of Education, as per Agreement	.....	5,600 00
Travelling expenses, Prof. S. Laird	$28 50	
Travelling expenses, Dean Coleman	88 50	
		117 00
Presiding Examiners		52.44

Printing and Stationery:—		
M. Kirkpatrick	$15 00	
Stamps	50 00	
R. Uglow & Co.	24 30	
Mrs. Mabee	4 25	
G. M. Hendry & Co.	5 00	
The Jackson Press	311 75	
R. J. Rodger	1 00	
Brown Bros., Ltd.	5 00	
		416 30
Advertising		250 00
Library, Miss L. Saunders		150 00
Office Furniture and Equipment:—		
R. J. Lindsay	$55 96	
Office Specialty Manufacturing Company	24 30	
United Typewriter Company	75 00	
		155 26
Telegraph, Telephone, etc.:—		
Dominion Express Company	2 45	
Canadian Express Company	17 21	
G. T. Ry. Co., 94c.; G. N. W. Tel. Co., 28c.; C. P. R. Tel., 75c.	1 97	
		21 63
		$13,730 63
Surplus		328 83
		$14,059 46

Audited and found correct.

R. Easton Barns, C.A., *Auditor.*

January 14, 1914.

APPENDIX T

STATEMENT RE AGRICULTURAL EDUCATION IN 1913

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to submit herewith a brief statement of activities in regard to agricultural education for the year 1913.

Respectfully submitted,

S. B. McCready,
Director, Elementary Agricultural Education.

January 7th, 1914.

Public and Separate Schools Teaching Agriculture

The introduction of agriculture into the public and separate schools advances steadily. 177 rural and village schools formally undertook to meet the requirements demanded for special grants paid to trustees and teachers. (In 1910 the number of schools receiving grants was 17). Besides these, many other schools are carrying on gardening work and giving more or less regular instruction in agriculture without undertaking to fulfil all the requirements for grants.

Training of Teachers

The work of teacher-training in agriculture has been continued. 17 Normal teachers attended the spring course at the Agricultural College, and 121 teachers attended the Summer School, 40 of these taking their second term and completing the requirements for the certificate in Elementary Agriculture. During the year 57 certificates were issued.

Field Agents

To further promote the work, six Field Agents were appointed, each being given a division of the Province in which to work. These young men—rural teachers now attending the Agricultural College—visited all schools entered for the work, assisted the teachers in the teaching and the practical work, and conferred with trustees and ratepayers. As time permitted they visited other schools, organized School Fairs, Field Days and Township Teachers' Associations. Four township educational surveys also were made by them. They also gave short courses of instruction in Agriculture in the Model Schools.

Inspectors' Short Course

During the first week of August, an Inspectors' Short Course and Rural Education Conference was held at the Agricultural College. Eighty Inspectors attended. The course included instruction in agriculture by the College staff, joint meetings with the teachers attending the Summer School with reference to the teaching of agriculture and rural school betterment, addresses and discussions on consolidation and rural school administration.

Agricultural Education Bulletins

Eight bulletins were issued and distributed to all schools. They dealt with such matters as the teaching of agriculture, school ground improvement, nature collections, and plans for school gardening. Through these bulletins the plans of the Department have become much better understood.

Agriculture in the High Schools

In several places the Agricultural Representatives have given Winter Short Courses in Agriculture in the local High Schools, extending through four or six weeks. This instruction is more or less limited to farmers and farmers' sons who can leave their farm work only for a short time in the winter. To provide instruction for pupils in regular attendance at the High and Continuation Schools, plans have been made and a commencement made during the year. The general scheme for this work is similar to that followed for the Public Schools. High School Science teachers are specially trained for the work at the Agricultural College and granted the *Intermediate Certificate in Agriculture* by the Department of Education. Courses of study for both the Lower and Middle Schools are outlined and special grants are paid to teachers and trustees. The Agricultural Representatives are eligible as teachers of the work. There is a departmental examination on the subject and the marks obtained are added as a bonus.

Twenty-one High School Science Teachers were in attendance at the first Summer School, and two schools—Exeter Continuation School and Arthur High School—commenced the work at school opening in September. While the work is optional, there are fair prospects of its introduction into a number of schools within the next few years.

APPENDIX U

LIST OF INSPECTORATES AND INSPECTORS

Inspectorates	Public School Inspectors	Post Office
Algoma District (in part); Cockburn Island; City of Sault Ste. Marie; Towns of Bruce Mines, Steelton, Thessalon ...	L. A. Green, B.A.	Sault Ste. Marie.
Brant County; Town of Paris; Sections 3, 8, 9, 14, 15, 17, 19, 21, 25 of Townsend Tp., Sections 1, 2, 10, 11, 12, 13 and 14 of Windham Tp. and Village of Waterford in Norfolk Co.	T. W. Standing, B.A.	Brantford.
Bruce, East; Towns of Chesley, Walkerton, Wiarton; Villages of Hepworth, Tara	John McCool, M.A.	Walkerton.
Bruce, West; Towns of Kincardine, Southampton; Villages of Lucknow, Paisley, Port Elgin, Teeswater, Tiverton	W. F. Bald, B.A.	Port Elgin.
Carleton, East; Town of Eastview	Thos. Jamieson, B.A., 115 Strathcona Ave.	Ottawa.
Carleton, West, and Lanark, East; Towns of Almonte, Carleton Place; Village of Richmond (Joint Inspectorate)	Willis C. Froats, M.A.	Carleton Place.
Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne	W. R. Liddy, B.A.	Orangeville.
Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	V. K. Greer, M.A.	Winchester.
Elgin, East; Town of Aylmer; Villages of Springfield, Vienna	Welburn Atkin	St. Thomas.
Elgin, West; City of St. Thomas; Villages of Dutton, Rodney, Port Stanley, West Lorne (Joint Inspectorate)	John A. Taylor, B.A.	St. Thomas.
Essex; Towns of Amherstburg, Essex, Kingsville, Leamington; Villages of Belle River, Ford	D. A. Maxwell, B.A., LL.B., Ph.D.	Windsor.
Frontenac, South; Villages of Garden Island, Portsmouth	S. A. Truscott, M.A.	Kingston.
Frontenac, North; and Addington (Joint Inspectorate)	M. R. Reid, M.A.	Sharbot Lake.
Glengarry; Town of Alexandria; Villages of Lancaster, Maxville	J. W. Crewson, B.A.	Alexandria.
Grey, East; Towns of Meaford, Thornbury; Village of Flesherton	Samuel Huff, B.A.	Meaford.
Grey, West; Town of Owen Sound; Villages of Chatsworth, Shallow Lake	H. H. Burgess, B.A.	Owen Sound.
Grey, South; Towns of Durham, Hanover; Villages of Dundalk, Markdale, Neustadt	N. W. Campbell, B.A.	Durham.
Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville, Jarvis	Clarke Moses	Caledonia.
Haliburton and Muskoka East; Town of Huntsville (Joint Inspectorate)	Sylvanus Phillips, B.A.	Minden.
Halton; Towns of Milton, Oakville; Villages of Acton, Burlington, Georgetown	James M. Denyes, B.A.	Milton.
Hastings, Centre; Villages of Madoc, Marmora, Stirling, Tweed	Wm. Mackintosh	Madoc.
Hastings South, and City of Belleville; Towns of Deseronto, Trenton (Joint Inspectorate)	H. J. Clarke, B.A.....	Belleville.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Hastings, North; South Nipissing, and South-East Parry Sound Districts; Towns of Powassan, Trout Creek; Villages of Bancroft, South River, Sundridge (Joint Inspectorate)	Jas. Colling, B.A.	Bancroft.
Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter	John M. Field, B.A., Ph.D.	Goderich.
Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall	J. Elgin Tom	Goderich.
Kenora District, and Thunder Bay (West); City of Port Arthur; Towns of Dryden, Keewatin, Kenora, Sioux Lookout (Joint Inspectorate)	John Ritchie	Port Arthur.
Kent, East; Towns of Blenheim, Bothwell, Dresden, Ridgetown; Village of Thamesville	Rev. W. H. G. Colles	Chatham.
Kent, West, and City of Chatham; Towns of Tilbury, Wallaceburg (Joint Inspectorate)	J. H. Smith, M.A.	Chatham.
Lambton, East (No. 2); Town of Petrolea; Villages of Alvinston, Arkona, Oil Springs, Watford	N. McDougall, B.A.	Petrolea.
Lambton, West (No. 1); Towns of Forest, Sarnia; Villages of Courtright, Point Edward, Thedford, Wyoming	Henry Conn, B.A.	Sarnia.
Lanark, West; Towns of Perth, Smith's Falls; Village of Lanark (Joint Inspectorate)	F. L. Michell, M.A.	Perth.
Lanark, East (see Carleton West).		
Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, Westport	Wm. Johnston, M.A., LL.B.	Athens.
Leeds and Grenville (No. 2); Town of Brockville; Village of Athens (Joint Inspectorate)	Robert Kinney, M.D.	Brockville.
Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville, Merrickville (Joint Inspectorate).	T. A. Craig	Kemptville.
Lennox; Town of Napanee; Villages of Bath, Newburgh (see also Frontenac, N.)	D. A. Nesbit, B.A.	Napanee.
Lincoln, and Pelham Tp.; Towns of Niagara, Thorold; Villages of Beamsville, Grimsby, Merritton, Port Dalhousie (Joint Inspectorate)	W. W. Ireland, B.A.	St. Catharines.
Manitoulin District, Algoma District (in part); Sudbury District (in part); Towns of Blind River, Gore Bay, Little Current, Massey, Webbwood	D. M. Christie, B.A.	Sudbury.
Middlesex, East; Village of Lucan	P. J. Thompson, B.A.	London.
Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	H. D. Johnson	Strathroy.
Muskoka, South and West, District; Towns of Bracebridge, Gravenhurst; Village of Port Carling	H. R. Scovell, B.A.	Bracebridge.
Muskoka, East (see Haliburton).		
Nipissing, North (see Sudbury District).		

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Nipissing, South (see Hastings. North).		
Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan (see Brant Co.)	H. Frank Cook, B.A.	Simcoe.
Northumberland and Durham, West (No. 1); Towns of Bowmanville, Port Hope; Village of Newcastle	W. E. Tilley, M.A., Ph.D.	Bowmanville.
Northumberland and Durham, Centre (No. 2); Town of Cobourg; Village of Millbrook	Albert Odell	Cobourg.
Northumberland and Durham, East (No. 3); Town of Campbellford; Villages of Brighton, Colborne, Hastings	Robert Boyes	Campbellford.
Ontario, North; North-East Parry Sound; Town of Uxbridge; Villages of Beaverton, Cannington (Joint Inspectorate)	T. R. Ferguson, M.A.	Uxbridge.
Ontario, South; Towns of Oshawa, Whitby; Village of Port Perry	R. A. Hutchison, B.A.	Uxbridge.
Oxford, North, and City of Woodstock; Villages of Embro, Tavistock (Joint Inspectorate)	J. M. Cole	Woodstock.
Oxford, South; Towns of Ingersoll, Tillsonburg; Village of Norwich (Joint Inspectorate)	R. A. Paterson, B.A.	Ingersoll.
Parry Sound, South, District; Towns of Kearney, Parry Sound; Village of Burk's Falls	J. L. Moore, B.A.	Parry Sound.
Parry Sound, South-East (see Hastings, North)		
Parry Sound, North-West (see Sudbury).		
Parry Sound, North-East (see Ontario N.)		
Peel; Town of Brampton; Villages of Bolton, Streetsville	W. J. Galbraith, B.A.	Brampton.
Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton.	William Irwin, B.A.	Stratford.
Perth, South, and City of Stratford (Joint Inspectorate)	James H. Smith, B.A.	Stratford.
Peterborough, East; Villages of Havelock, Lakefield, Norwood	Richard Lees, M.A.	Peterborough.
Peterborough, West, and Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee (Joint Inspectorate)	G. E. Broderick	Lindsay.
Prescott and Russell; Towns of Hawkesbury, Rockland, Vankleek Hill; Villages of Casselman, L'Orignal	John Nelson, B.A.	Vankleek Hill.
Prince Edward; Town of Picton; Villages of Bloomfield, Wellington	John E. Benson, M.A.	Picton.
Rainy River District, Thunder Bay East, No. 1 Missanabie, No. 1 Chapleau; City of Fort William; Towns of Fort Frances, Rainy River (Joint Inspectorate)	W. J. Hamilton, B.A.	Fort William.
Renfrew, North; Town of Pembroke; Village of Cobden	I. D. Bruels, B.A.	Pembroke.
Renfrew, South; Towns of Arnprior, Renfrew; Villages of Eganville, Killaloe Station	G. G. McNab, M.A.	Renfrew.
Simcoe, North; Towns of Barrie, Collingwood, Penetanguishene	Joseph L. Garvin, B.A.	Barrie.
Simcoe, South; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Creemore, Tottenham	Edward Longman	Barrie.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Simcoe, East, Towns of Midland, Orillia; Villages of Coldwater, Victoria Harbour	Isaac Day, B.A.	Orillia.
Stormont; Town of Cornwall; Village of Finch	James Froats, M.A.	Cornwall.
Sudbury District (in part), North Nipissing and North-West Parry Sound; Towns of Bonfield, Cache Bay, Chelmsford, Copper Cliff, Mattawa, North Bay, Sturgeon Falls, Sudbury	R. O. White	North Bay.
Thunder Bay (see Kenora and Rainy River).		
Timiskaming District; Towns of Cobalt, Cochrane, Englehart, Haileybury, Latchford, Matheson, New Liskeard, Timmins	W. J. Hallett, B.A., B.Pæd...	Haileybury.
Victoria, West; Villages of Fenelon Falls, Sturgeon Point, Woodville	W. H. Stevens, B.A.	Lindsay.
Victoria, East (see Peterborough West).		
Waterloo, N. (No. 1); City of Berlin; Town of Waterloo; Village of Elmira..	F. W. Sheppard	Berlin.
Waterloo, S. (No. 2); Towns of Galt, Hespeler, Preston; Villages of Ayr, New Hamburg	Lambert Norman, B.A.	Berlin.
Welland; Town of Welland; Villages of Bridgeburg, Chippawa, Fort Erie, Humberstone, Port Colborne. Thorold Town and Pelham Tp. are under Lincoln Inspector. (Joint Inspectorate)	John W. Marshall, B.A.	Welland.
Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Village of Clifford	Robt. Galbraith, B.A.	Mount Forest.
Wellington, South; Villages of Arthur, Drayton, Elora, Erin, Fergus	J. J. Craig, B.A.	Fergus.
Wentworth; Town of Dundas; Village of Waterdown	J. H. Smith	Hamilton.
York, North; Towns of Aurora, Newmarket, Villages of Holland Landing, Richmond Hill, Woodbridge	C. W. Mulloy, B.A.	Aurora.
York, South; Villages of Markham, Mimico, New Toronto, Stouffville, Sutton West, Weston (Joint Inspectorate).	A. L. Campbell, M.A.	Weston.
Brantford, City of	E. E. C. Kilmer, B.A.	Brantford.
Guelph, do	Wm. Tytler, B.A.	Guelph.
Hamilton, do	W. H. Ballard, M.A.	Hamilton.
do do	Jas. Gill, B.A., B.Pæd.	Hamilton.
Kingston, do	J. Russell Stuart	Kingston.
London, do	C. B. Edwards, B.A.	London.
Niagara Falls, do and St. Catharines	D. C. Hetherington	St. Catharines.
Ottawa, do	J. H. Putman, B.A., B.Pæd. ..	Ottawa.
Peterborough, do	A. Mowat, B.A.	Peterborough.
Toronto, do	R. H. Cowley, M.A., Chief Ins.	Toronto.
do do	W. F. Chapman, B.A.	Toronto.
do do	W. H. Elliott, B.A.	Toronto.
do do	E. W. Bruce, M.A.	Toronto.
do do	Jos. W. Rogers, M.A.	Toronto.
do do	Geo. H. Armstrong, M.A., B.Pæd.	Toronto.
Windsor, do and Towns of Walkerville and Sandwich	Robt. Meade, M.A.	Windsor.

List of Inspectorates and Inspectors—Concluded

R.C. Separate School Inspectors

J. F. Power, M.A. .....Toronto, 33 Dalton Road.
Michael O'Brien .....Peterborough.
J. F. Sullivan, B.A. .....London, 873 Hellmuth Avenue.
Jas. E. Jones, B.A. .....Ottawa, 88 Henderson Street.
J. P. Finn, B.A. .....Ottawa, 68 Sweetland Avenue.

English-French Public and Separate School Inspectors

W. J. Summerby .....Russell.
E. E. Ingall, B.A. .....Ottawa, 156 First Avenue.
Hector Gaboury, B.A. .....Ottawa, 96 Wurtemburg Street.
L. E. O. Payment, M.A. .....Ottawa, 12 Tormey Street.
J. Fleury (pro tem) .....Ottawa, 752 Somerset Street.

Chief Inspector of Public and Separate Schools

John Waugh, M.A., D.Pæd. .....Toronto, Parliament Buildings.

Director of Industrial and Technical Education and Inspector of Normal Schools

F. W. Merchant, M.A., D.Pæd. .....Toronto, Parliament Buildings.

High School Inspectors

J. E. Wetherell, M.A. .....Toronto, 98 Albany Avenue.
H. B. Spotton, M.A., LL.D. .....Toronto, 426 Markham Street.
J. A. Houston, M.A. .....Toronto, 105 Roxborough Street West.

Continuation School Inspectors

G. K. Mills, B.A. .....Toronto, Parliament Buildings.
J. P. Hoag, B.A. .....Toronto, Parliament Buildings.

Manual Training and Technical School Inspector

Albert H. Leake .....Toronto, Glen Grove Avenue, Eglinton.

Director of Elementary Agricultural Education

S. B. McCready, B.A. .....Guelph, Agricultural College.

APPENDIX V

MEMBERS OF THE ADVISORY COUNCIL; LISTS OF ASSOCIATE EXAMINERS, HIGH SCHOOL AND CONTINUATION SCHOOL PRINCIPALS AND ASSISTANTS

I—Members of the Advisory Council, 1913

Ex-Officio Members

John Seath, LL.D., Superintendent of Education.
Rev. R. A. Falconer, D.D., President, University of Toronto.

University Representatives

Maurice Hutton, LL.D., Principal, University College, Toronto.
Rev. T. C. S. Macklem, D.D., Provost, Trinity College, Toronto.
Rev. R. P. Bowles, M.A., B.D., Chancellor, Victoria College, Toronto.
N. C. James, Ph.D., President, Western University, London.
A. L. McCrimmon LL.D., Chancellor, McMaster University, Toronto.
John Matheson, M.A., Queen's University, Kingston.
Rev. A. B. Roy, O.M.I., University of Ottawa, Ottawa.

High School Representatives

Gilbert A. Smith, M.A., Toronto.
Arthur P. Gundry, B.A., Strathroy.

Public School Representatives

Harriet Johnston, Toronto.
Jas. D. Denny, B.A., Ottawa.
T. A. Reid, Owen Sound.
R. F. Downey, B.A., B.Pæd., Peterborough

Separate School Representative

John J. Rogers, Lindsay.

Public School Inspectors' Representatives

N. W. Campbell, B.A., Durham.
T. A. Craig, Kemptville.

School Trustees' Representatives

John H. Laughton, Parkhill.
Rev. J. C. Tolmie, B.A., Windsor.

II—Associate Examiners, 1913

Model Entrance, Lower School, Senior High School Entrance, and Senior Public School Graduation Diploma

Literature:
Mabee, G. E.
Mawhinney, Frances A.

Composition:
Fraser, J. W.
Stevenson, W. J.

Grammar:
Aitchison, Belle.
Anderson, Nellie.
Baker, Jennie.
Burchill, Mrs. Jean.
Campbell, Stella.
Edmunds, Lulu J.
Evans, W. A.
Edwards, Mabel C.
Goodland, Alma.
Hawkins, Maude.
Hill, Mary A.
Hutchinson, May R.
Knight, Carrie.
McAllister, Annie.
McBride, Sara.
Mann, H. C.
Martyn, H. G.
Mitchell, Blanche.
Mitchell, May.
O'Donohue, J. A.
Pattee, Mrs. Ada.
Strang, Rose I.
Watson, E. H. A.

Spelling:
Berney, Laura J.
Blyth, Sara.
Broughton, Clara E.
Chown, Hattie L.
Dunlop, W. J.
Edward, W. G.
Hall, Miss M. M. S.
Milburn, E. F.
Nelson, Arletta.
Potter, Dolly.
Russell, F. Josephine.
Smith, J. M.
Wightman, S.

Geography:
Baker, W. T.
Bernath, A. C.
Beswick, Cora.
Cameron, A. A.
Campbell, G. A.
Campbell, Mae A.
Clark, G. A.
Cummer, May E.
Cruickshank, Libbie.
Dobbie, Isabella E.
Donaldson, W.
Doupe, H. A.
Dunwoodie, Norma.
Grainger, Luella.
Halliday, Florence F.
Keegan, J. D.
Kelso, Alice C.
Lee, Anna A.
McDonald, Neil.
McKenzie, Eva.
Mulloy, Lulu E.
Rutherford, Mary H.
Simpson, R. S.
Smith, H. L.
Walker, A. J.
Weatherill, Helen M.
Williams, A.

History:
Hollingshead, J. E.
Kaiser, J. B.

Art:
Armstrong, Eunice.
Bell, Geo. B.
Brown, H. W.
Cameron, J. G.
Campbell, Charlotte.
Conway, Irene.
Giles, A. Edith.
Hatch, S. B.
Hindson, Hilda M.
Hood, Finlay.
Humphries, Miss B. R.
Johnston, Agnes.
Johnston, G. L.
Kent, Eleanor.
Kidd, T. W.
McArthur, Miss C. A.
O'Brian, Mabel B.
Parlee, Edith.
Shepherd, Miss E. M.

Book-keeping:
Anderson, Lillie C.
Blake, R. J.
Brennan, Jennie.
Bridgman, Clara M.
Clayton, Vivian E.
Day, J. W.
Doherty, Mable.
Dufton, Olive.
Evans, W. E.
Gregory, Stella.
Hammond, J. E.
Lucas, G. A.
Mallory, Bertha.
Moir, Isabella.
Osborne, W. J.
Parr, Sarah E.
Reid, T. E.
Shultis, Adam.
Smith, C. R.
Stone, Alice B.
Tuer, Margaret.
Wickett, Laura.

Writing:
Allan, Nellie F.
Anderson, F. C.
Bailey, J. J.
Barker, G. A.
Birchard, A. F.
Buchanan, J. A.
Jamieson, C. E.
Reid, E. Lily.
Shurtleff, W. M.
Smith, Margaret H.
Walker, D. M.
Watterworth, Grace M.

Arithmetic and Mensuration:
Andrus, G. A.
Armstrong, G. F.
Asselstine, O.
Brown, C. L.
Case, H. J.
Delmage, Edith R.
Doidge, T. C.
Fleming, L. C.
Goulding, Hannah M.
Halnan, L. R.
Kotzenmeyer, G. J.
Moir, Catherine.
Morrison, Delle.
Nugent, J.
Rundle, J. A.
Rutherford, W. H.
Sheppard, A. M.
Stephen, Ella.
Stockdale, T. N.
Stone, G. S.

Elementary Science:
Brunt, R. A.
Burchell, J. E.
Carter, C. S.
Carbert, R. H.
Dowkes, W. J.
Forrest, W.
Hind, Edith J.
Hofferd, G. W.
Jeckell, Laura M.
Kirkpatrick, Effie.
Kidd, W. L.
Lawr, M.
Magee, J. A.
Marcellus, J. E.
Morris, N. D.
Moffatt, W. J.
McEachern, Maud.
Patterson, A. M.
Pugsley, E.
Stevenson, L.
Sweeny, Agnes.
Tuke, W. H.
Wing, H.

Algebra and Geometry:
Clark, I. E.
Hedley, W. P.

Middle School Normal Entrance

Literature:
Anderson, Jessie I.
Anderson, W. G.
Corkery, Florence.
Cunningham, Carrie.
Dengate, Esther.
Faint, Pearl.
Graeb, Mabel M.
Grant, Christina C.
Horton, C. W.
McRae, Caroline J.
Maclennan, C. Lillie.
Mathieson, Elsie.
Nichol, Sydney, W.
Oakley, Muriel G.
Race, W. B.
Somerville, T. C.
Stewart, D. H.

Composition:
Cloney, S. Louise.
Corry, Ray L.
Hardy, E. A.
Healy, Rose.
McGregor, Margaret.
McQueen, Rose.
McRae, Donella M.
MacLean, A. E.
Perry, S. W.
Van Every, J. F.

Ancient History:
Burns, C. J.
Cooke, J. A.
Cowan, Margaret T.
Carlyle, J. O.
Davidson, Edith.
Dufton, Lena.
Ferguson, G. A.
Freeman, J. A.
Jermyn, P. T.
McLeod, Lola.
McGregor, Annie K.
Pierce, Edna H.
Ross, R.
Stewart, Annie J.
Stothers, Minerva.
Upshall, B. A.

British & Canadian History:
Amos, H. E.
Ferguson, J.
Harris, Mary A.
Jackson, Katherine M.
Keillor, J.
McConkey, Catharine M. R.
McCormack, Irene.
McWhorter, Mary A. V.
Matthews, Jessie.
Owen, T. A.
Reed, G. H.
Solmes, Harriette M.
Ward, Ada L.
White, Kate E.
Wright, W. J.
Zurbrigg, J. M.

Latin:
Bannister, J. A.
Bennett, J. S.
Bryan, H. W.
Dugit, Rosalie.
Dunkley, A. W.
Eby, Florence M.
Graham, R.
Gillies, Annie.
Kerfoot, H. D.
Kerr, C. S.
Lingwood, F. H.
Lowe, W. D.
McKinley, J. H.
Mooney, W. H. T.
Morrow, J. D.
Tate, Mabel E.
Tremeer, J.

Physics:
Bell, J. S.
Corkhill, E. J.
Gundry, A. P.
Halbert, E. J.
Hamilton, J. R.
Hamilton, J. A.
Harvey, Martha.
Hall, W.
Houser, W. H.
Lemon, Mary.
McMillan, G. O.
McGuire, J. F.
McQuarrie, G. B.
Marlin, L. A.
Smith, F. P.
Smith, D. E.
Walkom, D. T.
Williams, Edna J.

Chemistry:
Arthur, C. C.
Closs, F. D.
Davidson, H.
Doherty, J. C.
Ferguson, T. R.
Grainger, H. A.
Jolliffe, E. H.
Keefe, R. D.
Kennedy, G. E.
McEachran, Mary.
McKerracher, Florence J.
MacKay, D. A.
Sexton, J. H.
Staples, L. E.
Welsh, D. A.
Wilson, W. J.

Algebra:
Ashall, Frances M.
Cornell, M. L.
Dickenson, E. U.
Elliott, H. E.
Fairchild, A. H.
Gourlay, R.
Johnson, Leah B.
Keith, G. W.
Nichol, W. W.
Walsh, J. C.

Geometry:
Coates, D. H.
Elliott, J.
Hackett, E.
Hills, Minnie.
Massey, A. W.
Potter, C.
Rudlen, G. W.
Spiers, T. E.
Thomson, Helen.
Van Alstyne, Susan A.
Whyte, R.
Wright, R.
Wood, F. H.
Zavitz, A. S.

Upper School Examinations

English:
Carscadden, T.
Elmslie, W.
Jennings, E. W.
Lawlor, Gertrude.
McGarvin, M. J.
Odlum, Eleanor.
Redditt, T. H.
Story, Gladys.

History:
Ketcheson, Florence.
Logan, Jessie.
Macpherson, W. E.
Morrison, S. A.
Sexsmith, W. N.
Stothers, R.

Classics:
Coombe, A. E.
Glassey, D. A.
Howell, W. B. L.
Logan, Wm.
Munro, P. F.
Treleaven, J. W.

French and German:
Baird, A. W.
Ferguson, W. C.
Francis, Annie B.
Reid, R.
Weir, Annie.
Willson, Alice.

Science:
Calvert, J. F.
Dandeno, J. B.
Firth, Thomas.
Forrester, J. W.
Gavin, F. P.
McMillan, W. J.
Madill, A. J.
Robertson, G. A.
Sanders, Charlotte.
Saunders, W. J.
Stuart, F. A.

Mathematics:
Auld, C.
Cameron, J. S.
Courtice, S. J.
Dickson, J. D.
Forbes, J. W.
Merritt, R. N.
Taylor, W.
Wren, J. S.

Pass Junior Matriculation

English Grammar:
Carlyle, J. A.

Composition:
Brown, H. W.
Edwards, Grace.
Feasby, W. J.
MacKay, Minnie B.
Yarwood, Mary.

Literature:
Atkin, Edith.
Christie, J. D.
Collins, H. E.
Jamieson, J. S.
McDonald, W. L.
Skeele, J. E.

History (Ancient):
Adams, J. H.
Fletcher, Beatrice L.
Hally, Isobel.
Messmore, J. F.
Murray, Louise.

History (British and Canadian):
Cooper, A. B.
Dolan, J. H.
Foster, Jessie.
Glass, W. A.
Hiscock, May.
Norris, A. D.

Classics:
Barnes, C. L.
Cowan, Euphemia.
Henderson, J. V.
McCaw, Hester E. A.
McCuaig, H. M.
McCutcheon, Elsie.
May, Annie.
Mills, C. F.
Morris, A. W.
Morris, F. J. A.
Murdoch, W. E.
Ovens, Winnifred.
Smith, G. O.
Smith, L. C.

French and German:
Alford, Ethel.
Allen, Mabel E.
Bale, G. S.
Chandler, Pearl.
Dafoe, Norma.
Dickey, M. Ada
Downey, Helen.
Ewing, Florence.
Flynn, H. J.
Gibson, Ethel.
Hiscock, Rita.
Howson, Alexandra A.
Hanna, E.
Henstridge, Elizabeth.
Mackintosh, Helen.
Mitchell, Jessie.
Mueller, P. W.
O'Donohue, Mary H.
Phillips, W. A.
Stone, Grace L.
Swedelius, B. F.
Thompson, Margaret J.

Physics:
Saunders, W. R.
Smith, T. C.
Williams, L. J.

Chemistry:
Bigg, E. M.
Dent, W. A.
Hamilton, J. R.

Geometry:
Ewers, C. F.
Henry, S. H.
Hodgson, E. A.
Kennedy, T.
Moffat, T. E.
Nelson, A. E.

Arithmetic:
Henry, T. M.

Algebra:
Challen, N. E.
Martin, S.
Powell, E. G.
Witheril, E. R.

III. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Barrie	Redditt, Thomas H.	B.A., Tor.	Eng., Fr. and German	1893	32	....	1,800	.....	.....
	Hay, Andrew	.....	Math.	1882	35	8	.....	1,350	.....
	Morrison, Alexander Selkirk	B.A., Queen's	Eng. and Hist.	1905	11	4	.....	1,350	.....
	Cowan, I. Kathleen ..... (Interim)	B.A., Tor.	Classics	1914	1	....	.....	.....	1,000
	Preston, Thomas	B.A., B.Paed., Tor.	Science	1910	18	2	.....	1,400	.....
	Smith, S. Ada	M.A., Tor.	Mods.&Hist.(Int.)Commercial	1912	3	....	.....	.....	1,100
	Grandy, Frederick W. ...(Interim)	.....	...*	1913	½	....	.....	1,000	.....
Berlin	Forsyth, David	B.A., Tor.	Math.	1901	36½	1	1,950	.....	.....
	Williams, Walter Herbert	M.A., Queen's	Mods. and Hist.	1905	9½	2	.....	1,750	.....
	Mallory, Bertha	.....	Commercial	1913	6½	10	.....	.....	1,250
	Martyn, Harold George	B.A., Tor.	Mods. and Hist.	1904	11½	3	.....	1,600	.....
	Pugsley, Edmund	B.A., Vic.	Science	1909	23	....	.....	1,600	.....
	Kerr, Charles S.	B.A., Tor.	Classics, Eng. and Hist.	1911	26	....	.....	1,600	.....
	Brown, Harry Wilson .....†	B.A., Queen's	.....	1905	8¼	17	.....	1,450	.....
	Philp, Lulu Madeline	B.A., Queen's	.....	1914	5	3	.....	.....	850
	McDonald, Maud S.	B.A., Tor.	(Household Science Instr.)	1913	½	3	.....	.....	900
	Houston, Daniel Wesley	.....	Manual Training	1903	10½	19	.....	1,650	.....
	Hodgins, Nellie Kathleen	.....	(Teacher of Typewriting)	1909	3½	....	.....	.....	650
	Osborn, Lieutenant	.....	(Physical Director)	1909	.....	....	.....	.....	.....
	Kerr, Muriel	.....	(Physical Instr.)	1912	.....	....	.....	.....	.....
Brantford	Burt, Arthur William	B.A., Tor.	Mods. and Eng.	1893	35	....	2,100	.....	.....
	Passmore, Samuel Francis	M.A., Tor.	Classics	1885	34	....	.....	1,600	.....
	Coates, Daniel Harsum	B.A., Tor.	Math.	1893	26	....	.....	1,600	.....
	Bunnell, Effie Maria	B.A., Tor.	Eng., Fr., and German	1891	22	....	.....	.....	1,600
	Dunlop, Charles Goodspeed	.....	.....	1911	4	1	.....	1,200	.....
	Shultis, Adam	.....	Commercial	1896	17	11	.....	1,600	.....

	Murray, Louise Margaret	M.A., Tor.	Eng. & H., Mds. & H. (Int.)	1912	3	....	.....	.....	1,000
	O'Neill, Morgan J.	.....	.....	1912	2½	2½	.....	1,150	.....
	Ryan, Gertrude	.....	.....	1912	4	....	.....	.....	800
	Beck, Clinton G. ....(Interim)	.....	Mods. and Hist., Fr. and Ger.	1913	½	½	.....	1,200	.....
	Smith, Margaret Hubner	.....	.....	1913	19	....	.....	.....	1,100
	Haynes, Andrew Chester	B.A., Vic.	.....	1913	3½	3	.....	1,200	.....
	Kirby, Luther Henry ....(Temp.)	B.A., Tor.	.....	1913	.....	....	.....	1,400	.....
	Mutter, James A.	.....	(Manual Training Instr.)	1913	½	....	.....	1,400	.....
	Hartley, Edna Evelyn	.....	(Household Science Instr.)	1910	¼	1	.....	.....	750
Brockville	Husband, Almeron Judson	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1895	18	3	1,950	.....	.....
	Forbes, John William	B.A., Tor.	Math.	1901	17	3	.....	1,550	.....
	Dowsley, William Clinton	M.A., Queen's	Classics, Eng. and Hist.	1907	14	4	.....	1,550	.....
	McGuire James F.	M.A., Queen's	Science	1907	10	9	.....	1,550	.....
	Somerville, Thos. C.	B.A., Tor.	Mods. and Hist.	1909	19½	1	.....	1,550	.....
	Giles, A. Edith	.....	Art (Interim)	1890	24	3	.....	.....	1,100
	Richardson, Kate	.....	Art (Interim), Commercial	1898	18	6	.....	.....	1,200
	McCormack, Mary Irene	B.A., Queen's	.....	1907	6	2	.....	.....	1,050
	Beattie, Lewis S.	.....	.....	1910	5	....	.....	1,200	.....
Chatham	Twohey, William James	M.A., Tor.	Classics	1904	29	....	2,200	.....	.....
	Paterson, David Smith	B.A., Tor.	Eng., Fr. and Ger.	1888	37	1½	.....	1,600	.....
	Edward, Frankland Ward	.....	Commercial	1907	8½	....	.....	1,800	.....
	Sexsmith, William Newton	B.A., Tor.	Eng. and Hist.	1907	9½	3	.....	1,800	.....
	Willoughby, Henry A. ...(Interim)	M.A., Tor.	Science	1913	½	7½	.....	1,800	.....
	Gregory, Stella Lavina	.....	.....	1911	7	2	.....	.....	1,100
	Jewitt, Oliver Victor ...(Interim)	B.A., Tor.	Math. and Phys.	1912	1½	....	.....	1,800	.....
	Kerr, Mrs. Winnabel E...(Interim)	B.A., McMaster	.....	1913	2½	5	.....	.....	1,000
	Houston, Jessie	B.A., Tor.	Mods. and Hist.	1913	9½	....	.....	.....	1,300
Clinton	Treleaven, John Wesley	B.A., Tor.	Classics	1907	22	....	1,700	.....	.....
	Macdougall, Isabella J.	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1910	7½	3	.....	.....	1,200
	Stone, Mary Alena .....(Interim)	.....	Commercial	1912	3½	1½	.....	.....	1,000
	Bell, Helen Y. .....(Interim)	B.A., Tor.	Science	1912	1½	....	.....	.....	1,400
	Robb, Charles Wesley ..(Interim)	B.A., Tor.	Math. and Phys. .....*	1913	½	....	.....	1,300	.....
	Ford, Katrina Payne ...(Interim)	.....	.....	1913	2½	1	.....	.....	800
Cobourg	Arthur, Colin Clayton	M.A., Queen's	Science	1893	22	1	1,900	.....	.....
	Odell, John William	B.A., Tor.	Math.	1895	21½	3	.....	1,400	.....
	Jones, Laura Lucinda	B.A., Tor.	Eng., Fr. and Ger.	1898	20½	....	.....	.....	1,300
	Bannister, John A.	B.A., Queen's	Classics	1911	4	13	.....	1,400	.....
	Ashall, Frances M.	B.A., Tor.	Math.	1912	5½	....	.....	.....	1,400
	Johnston, Agnes M.	.....	Commercial	1911	10	3	.....	.....	1,200
	Ferguson, Florence E. ..(Interim)	.....	.....	1913	1	2	.....	.....	700
	Ellison, Abel	.....	(Physical Director)	1911	2	....	.....	.....	.....

*Holds Specialist's certificate in Physical Culture.

†Holds Elementary Art certificate.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Collingwood ..	Feasby, William J.	B.A., Queen's	Mods. & Hist., Fr. & Ger. ..	1912	5½	5	1,700	.....	.....
	Henry, Stanley H.	M.A., Queen's	Math. and Phys. (Interim) ...	1912	3½	....	.....	1,500	.....
	Atkinson, William D. T. (Interim)	B.A., Tor.	Classics	1913	½	....	.....	1,300	.....
	Dafoe, Helen I. (Interim)	B.A., Tor.	Mods. and Hist.	1912	1½	....	.....	.....	1,100
	McIntosh, Alexander J. ... (Temp.)	. . . . .	.....	1914	3½	5	.....	1,500	.....
	Smith, Margaret	.....	Commercial	1907	19	3	.....	.....	1,200
	McGregor, Edith	. . . . .	(Household Science Instr.) ..	1913	½	3½	.....	.....	600
	Close, James O.	.....	(Manual Training Instr.) ..	1912	1½	....	.....	1,200	.....
	Laughland, J.	B.S.A., Tor.	(Agriculture Instructor)	1911	2	....	.....	1,400	.....
Fort Willian..	Wood, Elmore Everton	M.A., McMaster	Math.	1902	10½	2	2,300	.....	.....
	Cornell, Maurice Leo	M.A., Queen's	Math.	1910	6	....	.....	1,800	.....
	Madill, Alonzo James	B.A., McMaster	Science	1911	11	3½	.....	1,800	.....
	Parlee, Edith	.....	Commercial	1908	19½	10	.....	.....	1,600
	Lewis, Nora (Interim)	B.A., Tor.	Classics	1912	1½	....	.....	.....	1,400
	Baird, Mabel M. J.	B.A., Tor.	Mods. and Hist.	1913	8	....	.....	.....	1,400
	Collins, George W.	B.S.A., Tor.	(Agriculture Instructor)	1911	2	....	.....	1,600	.....
Galt	Carscadden, Thomas	M.A., Tor.	Eng. and Hist.	1885	40	3	2,000	.....	.....
	Evans, William Edwin	B.A., Queen's	Commercial	1892	24	4	.....	1,700	.....
	Hamilton, Robert Somervaille	M.A., Tor.	Science	1894	24	....	.....	1,700	.....
	Carter, Janet Wishart	M.A., Tor.	Eng. & Hist. (Int.), Fr. & Ger..	1901	21	....	.....	.....	1,600
	Morrow, Archibald Elston	B.A., Tor.	Classics	1905	24	....	.....	1,700	.....
	Cameron, John Shaw	B.A., Queen's	Math.	1909	18	1	.....	1,700	.....
	Fleming, Louis Charles	.....	.....	1910	5	12	.....	1,500	.....
	Smith, Arthur Frederick	B.A., McMaster	.....	1910	3½	....	.....	1,300	.....
	Marshall, George Anthony (Inter.)	.....	.....	1913	1	....	.....	1,100	.....
	Robinson, Frances Alberta (Inter.)	M.A., Tor.	Eng. and Hist.	1913	1½	3	.....	.....	1,100
	Braucht, Frank Eugene	.....	Manual Training	1912	4	12	.....	1,400	.....

	Twiss, Fannie Adelia		Household Science	1907	6	....	.....	.....	1,100
	Thatcher, Edna Marion		(Household Science)	1913	½	....	.....	.....	900
	Hart, Frank Cyril	B.S.A., Tor.	(Agriculture Instr.)	1907	6	3	.....	1,600	.....
Goderich	Hume, John Patterson	B.A., Queen's	Science	1911	22	....	1,800	.....	.....
	Strang, Hugh Innis	B.A., LL.D., Tor.	Classics	1871	46	3	.....	1,250	.....
	Robertson, Alex. Morton	M.A., Queen's	Math., Fr. and Ger.	1908	18½	3	.....	1,400	.....
	Clifford, Margaret K.	M.A., B.Pæd., Queen's	Mods. & Hist., Eng. & Hist.	1912	6¼	5	.....	.....	1,300
	Hodge, Gertrude Agnes	B.A., Tor.		1909	5	1	.....	.....	850
	Fraser, Lilian B.		Commercial	1912	2	½	.....	.....	1,100
	Durnin, Letitia Edith ..(Interim)			1912	1½	5	.....	.....	850
Guelph	Davison, James	B.A., Vic.	Math.	1892	39	2	2,150	.....	.....
	Skinner, Kate Clara	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1895	19	1	.....	.....	1,450
	Luton, James T.	M.A., Tor.	Classics	1909	15	5	.....	1,750	.....
	McNiece, James	B.A., Tor.	Science	1910	18	3	.....	1,750	.....
	Shepherd, Eleanor M.	M.A., Trin.		1913	4½	1	.....	.....	1,100
	Blyth, Sara		Commercial	1910	8½	7	.....	.....	1,400
	Hartford, Jas. Jos. Francis			1911	3½	3	.....	1,250	.....
	Bowers, A. Mae .....(Interim)	B.A., Tor.	Mods. and Hist.	1913	1½	....	.....	.....	1,450
	Bennett, Roy F. .....(Interim)	B.A., McMaster	..... * ...	1913	½	....	.....	1,150	.....
	Humphries, B. Rowena			1913	4	3	.....	.....	1,000
Hamilton	Thompson, Robert Allan	B.A.,Tor.,LL.D.,McM.	Math.	1885	28	....	3,000	.....	.....
	Turner, John Burgess	B.A., Queen's	Math., Science	1885	32	3	.....	2,400	.....
	Logan, William McGregor	M.A., Tor.	Classics	1892	28	....	.....	2,200	.....
	Hogarth, Eber Septimus	B.A., Tor.	Eng., Fr. and Ger.	1892	25	....	.....	2,200	.....
	McGarvin, Michael James	B.A., Tor.	Mods. and Hist.	1906	7½	1¾	.....	2,100	.....
	Simpson, Benjamin L.	M.A., Queen's	Math.	1905	8½	3	.....	1,900	.....
	Morris, Arthur Whitman	M.A., Tor.	Classics	1906	9	5	.....	1,900	.....
	Johnston, George Lang	B.A., Queen's	Art (Interim), Commercial	1888	26	3	.....	1,900	.....
	Armstrong, Geo. Francis	B.A., Tor.	Math.	1907	11½	1½	.....	1,800	.....
	Morrison, Edward	B.A., Tor.	Science	1907	7½	6	.....	1,800	.....
	Marshall, Charles Frederick	B.A., Tor.	Science	1909	6½	....	.....	1,700	.....
	Freeman, John Alexander	B.A., Tor.	Classics	1909	25	....	.....	1,700	.....
	McGee, Cyril Houghton	B.A., Trin.	Math.	1909	17	....	.....	1,700	.....
	Moffatt, William John	B.A., Queen's		1909	4¾	12	.....	1,700	.....
	Collins, Herbert Eugene	B.A., Tor.	Mods. and Hist.	1911	7½	....	.....	1,600	.....
	Robinson, John Beverley (Interim)	B.A.,Qn's,B.Paed.,Tor	Eng. and Hist.	1910	4	22	.....	1,600	.....
	Edwards, John James ..(Interim)	B.A., Queen's	Fr. and Ger.	1911	3½	6	.....	1,400	.....
	Sheppard, Alton M.	B.A., Tor.	Math.	1911	5	2½	.....	1,500	.....
	Hanna, William Edward (Interim)	B.A., Queen's	Mods. and Hist.	1913	½	5	.....	1,500	.....
	Price, Charles F.	B.A.,Tor.and Western	Eng. and Hist.	1913	3	8	.....	1,500	.....
	Elmslie, Kate			1908	5½	6	.....	.....	800
	Edwards, Mabel Cordelia			1908	7½	....	.....	.....	800
	Hill, Mary Alpena			1909	12	4	.....	.....	800
	Davidson, Margaret Cheyne			1876	38	14	.....	.....	500
	Syme, John James		(Drill Instructor)	1905	7	....	.....	.....	.....

*Holds Specialist's certificate in Physical Culture.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Ingersoll	Smith, John Charles	B.A., Queen's	Classics (Interim	1913	8½	3	1,800	....	.....
	Barker, George A.		Commercial	1911	6	11	.....	1,300	.....
	Francis, Annie Buchan	B.A., Tor.	Mods. and Hist.	1908	11	1	.....	.....	1,300
	Hills, Minnie	B.A., Tor.	Math.	1910	12	....	.....	.....	1,300
	Tanton, Francis		Manual Training	1908	5¼	11	.....	1,300	.....
	Mylrea, Thomas D. (Temp.)	B.Sc., Ill.		1914	.....	....	.....	1,500	.....
	Ross, Jean M.		(Household Science Instr.)	1913	1	....	.....	.....	400
Kingston	Sliter, Ernest Oscar	M.A., Tor.	Classics	1888	26	....	1,900	.....	.....
	Sills, William Ryerson	M.A., Queen's	Math.	1897	22	3	.....	1,600	.....
	Bale, George Sidney	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1906	13	....	.....	1,600	.....
	Anderson, William George	B.A., Tor.	Eng. and Hist., Classics	1909	12½	3½	.....	1,600	.....
	Fraser, James William	B.A., Tor.		1904	10½	10	.....	1,300	.....
	Saunders, William John	M.A., Qns.; M.S., Chi.	Science	1908	13½	3	.....	1,600	.....
	Hedley, William Powell	B.A., Tor.	Math.	1908	9½	8	.....	1,400	.....
	Chase, Reginald M.	B.A., Tor.	Classics	1910	8	....	.....	1,400	.....
	Henstridge, Elizabeth	M.A., Queen's	Eng. and Hist., Fr. and Ger.	1907	12½	7	.....	.....	1,100
	Chown, Hattie L.			1905	9	20	.....	.....	900
	Kelly, James Wilfred .. (Interim)	B.A., Queen's		1912	1½	15	.....	1,300	.....
	Watt, Cora Taylor (Interim)	B.A., Queen's	Eng. and Hist.	1913	½	3	.....	.....	1,100
	Shurtleff, William Morley		Commercial	1913	4	8	.....	1,300	.....
	Palmer, George A.		(Drill Instructor)	1910	3½	....	.....	.....	.....
Lindsay	Kirkconnell, Thomas A.	B.A., Queen's	Math.	1908	28	3	2,000	.....	.....
	Jennings, Edwin Wm.	B.A., Tor.	Eng. and Hist.	1909	11	4	.....	1,700	.....
	Lucas, Gavin A. †	B.A., Tor.	Commercial	1910	11	6	.....	1,600	.....
	Firth, Thomas	M.A., Tor.	Science	1912	3½	2½	.....	1,600	.....
	Moir, Catherine Elizabeth			1908	19½	4	.....	.....	1,000

	Wheelton, Leonard	.....	.....	1911	5½	2	.....	1,350	.....
	Gibson, Ethel	B.A., Tor.	Mods. and Hist.	1912	8½	....	.....	.....	1,400
	Hooper, Arthur G. ....(Interim)	M.A., Tor.	Classics	1913	1	2½	.....	1,500	.....
	Dickey, M. Ada	B.A., Tor.	Mods. and Hist.	1914	11	....	.....	.....	1,400
	McConnell, Robert A. A. (Interim)	.....	.....	1913	½	14½	.....	1,300	.....
	Knight, A. A.	B.S.A., Tor.	(Agriculture Instructor)	1913	½	....	.....	1,300	.....
London	Rogers, George F.	B.A., Vic.	Science	1913	20	....	2,500	.....	.....
	McVicar, Archibald	B.A., Tor.	Eng. and Hist.	1903	16½	4½	.....	1,800	.....
	Stuart, Frederick Alfred	M.A., Tor.	Science	1903	19	....	.....	1,800	.....
	MacDonald, Geo. Leslie	B.A., Tor.	Eng., Fr. and Ger.	1908	21	7	.....	1,800	.....
	McKellar, Herbert Sutherland	B.A., Tor.	Fr. and Ger.	1909	18½	....	.....	1,800	.....
	Dickenson, James Arthur	.....	Commercial	1895	27	4	.....	1,800	.....
	Andrus, Guy Ambrose	.....	.....	1888	29	7½	.....	1,700	.....
	Riddell, Frank P.	B.A., Tor.	Classics	1898	24	....	.....	1,800	.....
	Mooney, Wm. H. Thos.	B.A., Tor.	Classics (Interim)	1903	11½	6	.....	1,800	.....
	Gray, Neil Roy	B.A., Tor.	Mods. and Hist.	1904	10½	3	.....	1,700	.....
	Cameron, John H.	.....	.....	1911	6½	13	.....	1,700	.....
	Buchanan, John Alexander	B.A., Queen's	Commercial	1907	12½	3	.....	1,700	.....
	Walker, Arthur John	B.A., Queen's	.....	1908	10	8	.....	1,700	.....
	McRoberts, Joseph H. W.	.....	.....	1911	5	16	.....	1,700	.....
	Calvert, Joseph Fletcher	M.A., McMaster	Science	1909	9	1½	.....	1,700	.....
	Martin, Stephen	B.A., Tor.	Math.	1912	27½	3½	.....	1,800	.....
	Elliott, John	B.A., Queen's	Math., Eng.	1913	30	5	.....	1,600	.....
	Bluett, Claude K. .....(Interim)	B.A., Queen's	.....	1912	1½	14	.....	1,500	.....
	Anderson, Jessie Inglis	B.A., Tor.	Mods. and Hist.	1906	8½	....	.....	.....	1,400
	Kelso, Alice C.	.....	.....	1897	18½	2½	.....	.....	1,400
	Winnett, Violet Eleanor (Interim)	B.A., Western	.....	1912	1½	23	.....	.....	1,300
	Tapscott, Clara I.	B.A., Tor.	.....	1914	4	4	.....	.....	1,200
	Davidson, S. Kelso	.....	(Art Instructor)	1887	33	....	.....	900	.....
	Macpherson, Mary C.	B.A., Queen's	(Household Science Instr.)	1908	11	....	.....	.....	1,100
	Gregory, William	.....	(Drill Instructor)	1902	.....	....	.....	.....	.....
	Slatter, Albert	.....	(Drill Instructor)	1911	.....	....	.....	.....	.....
Morrisburg	Jamieson, James Smyth	M.A., Vic.	Eng.	1882	38	4	1,600	.....	.....
	Boyd, Annie Alicia	M.A., Queen's	Commercial, Science	1907	9½	8	.....	.....	1,450
	Henry, Thos. McKee	B.A., Tor.	Math.	1908	30	4	.....	1,450	.....
	Mackintosh, Helen C.	M.A., Queen's	Fr. and German	1911	3½	....	.....	.....	950
	Pringle, Gertrude	B.A., Tor.	Classics	1912	8½	½	.....	.....	1,350
	Bradt, Emerson Peart	B.S.A., Tor.	(Agriculture Instructor)	1912	2	....	.....	1,300	.....
	Broder, Fred. S.	.....	(Physical Instructor)	1912	.....	....	.....	.....	.....
Napanee	Maclean, Godwin V.	M.A., Tor.	Math.	1913	21	1½	1,700	.....	.....
	Corkhill, Edward J.	B.A., Queen's	Science	1913	25	2	.....	1,500	.....
	Taylor, William B. ....(Interim)	M.A., Tor.	Classics	1912	1½	1½	.....	1,400	.....

†Holds Elementary Art certificate.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Napanee—*Con.*	Symington, James B. ..(Interim)	.....	.....	1913	½	....	.....	900	.....
	Bain, Mary .....(Interim)	B.A., Tor.	Mods. and Hist.	1914	1	....	.....	.....	1,000
	Baker, Sarah J.	.....	Commercial (Interim)	1914	8½	2½	.....	.....	1,200
	Locklin, Elva J.	B. A., Tor.	.....	1914	.....	4	.....	.....	900
	Curran, George B.	B.S.A., Tor.	(Agriculture Instructor) ...	1912	1	....	.....	1,300	.....
Niagara Falls .	Dickson, James D.	B.A., Tor.	Math.	1893	26	3	2,000	.....	.....
	Walker, David McKenzie	.....	Commercial	1893	24	16	.....	1,500	.....
	Will, George Edwin	B.A., Tor.	Classics	1901	14	3	.....	1,650	.....
	Logan, Jessie McKenzie	B.A., Tor.	Mods. and Hist.	1907	6½	....	.....	.....	1,400
	Ward, Clara Anne	B.A., Tor.	Mods. and Hist.	1910	10½	....	.....	.....	1,400
	Norrish, Vera E. .....(Interim)	B.A., Queen's	.....	1913	2½	⅔	.....	.....	1,200
	Bielby, George H.	B.A., Tor.	Science	1913	6½	7	.....	1,550	.....
	Hamilton, Margaret A.	B.A., Tor.	Mods. and Hist.	1913	5	....	.....	.....	1,350
Orillia	Lillie, John T.	B.A., Vic.	Classics	1910	26½	....	1,800	.....	.....
	Doidge, Thomas Clarke	B.A., Tor.	Math., Commercial	1899	20	8	.....	1,500	.....
	Duncan, Ethel Anne	B.A., Tor.	Mods. and Hist.	1908	6½	½	.....	.....	1,250
	Clark, Ira Ethelbert	.....	.....	1906	7½	7	.....	1,050	.....
	Cunningham, Carrie S.	M.A., Tor.	Eng. and Hist.	1911	4	1½	.....	.....	1,100
	O'Brien, William James	.....	Commercial	1912	3½	5½	.....	1,450	.....
	Nichol, Winnifred S. ...(Interim)	M.A., Tor.	Mods. and Hist.	1914	3	....	.....	.....	1,050
	Penson, Elizabeth	M.A., Queen's	Science	1913	4	1	.....	.....	1,400
Ottawa	McDougall, Alexander Hiram	B.A.,Tor.; LL.D.,Qns.	Math.	1889	30	....	3,300	.....	.....
	Macmillan, John	B.A., LL.D., Tor. ...	Eng.	1864	49	5	.....	2,400	.....
	Campbell, Daniel Alexander	B.A., Tor.	Science	1896	17	3	.....	2,400	.....
	Marty, Aletta Elise	M.A., Queen's	Fr. and Ger.	1903	19	3	.....	.....	2,300
	Norris, Isaac Taylor	B.A., Queen's	Math.	1898	18	....	.....	2,300	.....
	Hardie, William	B.A., Tor.	Classics	1905	22	....	.....	2,300	.....

	Stothers, Robert	B.A., Queen's		1887	27	8	.....	2,200	.....
	Hood, Finlay		Commercial (Interim) Art..	1906	9	7	.....	1,900	.....
	Simpson, Robert S.		Commercial	1903	15	9	.....	2,000	.....
	Smeaton, William	B.A., Tor.	Science	1906	13½	1½	.....	2,000	.....
	Nichol, William Wallace	B.A., Tor.	Math.	1909	16½	1½	.....	2,100	.....
	Stevenson, Wm. John			1906	23	8	.....	1,840	.....
	Tomkins, Elizabeth Augusta			1902	11½	19	.....	.....	1,500
	McManus, Emily	M.A., Queen's	Eng. and Hist.	1906	18	3½	.....	.....	1,500
	Mann, Harry Clarke	B.A., McMaster		1907	6½	6	.....	1,700	.....
	Graham, William Andrew	B.A., Tor.		1908	15½	3	.....	1,870	.....
	McMillan, George O.	M.A., B. Paed., Qn's.	Science	1909	8	½	.....	1,900	.....
	Kaiser, Jesse Bermath			1909	20	4	.....	1,700	.....
	Muir, Jessie	M.A., Queen's	Fr. and Ger. (Interim)	1909	4½	8	.....	.....	1,400
	Mabee, George Elliott	B.A., Tor.	Classics (Interim), Fr. & Ger.	1910	20½	....	.....	1,800	.....
	Lane, James Stanley	B.A., Tor.	Fr. and Ger.	1911	17	....	.....	1,700	.....
	Stewart, George B.	B.A., Queen's	Math.	1911	4⅛	2	.....	1,600	.....
	Gilchrist, Dugald A.	B.A., B.Pæd., Tor. ..	Eng. and Hist.	1912	8½	7	.....	1,900	.....
	Donaldson, William	B.A., Tor.	Science	1912	13	5½	.....	1,600	.....
	Smith, Clayton Richard		Art (Interim), Commercial.	1912	5	5	.....	1,600	.....
	Smith, Henry Lloyd			1912	4	6½	.....	1,500	.....
	Ellis, Oscar Frederick Wm. (Int.)	B.A., Tor.		1913	½	....	.....	1,400	.....
	Curtis, Jeremiah Thomas...(Int.)			1913	½	15	.....	1,300	.....
	Howie, James R. .....(Int.)			1914	½	....	.....	1,300	.....
	Huggins, Sergeant-Major		(Physical Director)	1912	.....	.....	.....	.....	.....
Owen Sound ..	Murray, Thomas	B.A., Tor.	Math.	1897	20	....	2,200	.....	.....
	Packham, James Henry	B.A., Vic.	Math., Commercial	1884	30½	2	.....	1,700	.....
	Brown, Lyman	M.A., Tor.	Classics	1903	16½	1½	.....	1,700	.....
	Elmslie, Wallace	B.A., Tor.	Mods. and Hist.	1909	12½	....	.....	1,700	.....
	Robertson, George A.	B.A., Tor.	Science	1909	9½	5	.....	1,700	.....
	Whitely, Lester R.	B.A., Tor.	Mods. and Hist.	1910	11½	....	.....	1,700	.....
	Dowkes, William J.			1903	10	12	.....	1,250	.....
	Asselstine, Oliver	M.A., Queen's	Math.	1907	6½	....	.....	1,450	.....
	Edwards, Grace	M.A., Tor.	Mods. and Hist. (Interim)..	1909	5½	....	.....	.....	1,150
	Shaver, Charles A.	B.A., Queen's		1909	5½	4½	.....	1,150	.....
	Lailey, Marion B. .....(Interim)	B.A., Tor.		1912	2	....	.....	.....	900
	Pritchard, Frances Palmer		(Household Science Instr.).	1907	7	....	.....	.....	800
	Mann, William S. ....(Temporary)		(Manual Training Instr.)...	1912	1	....	.....	1,200	.....
Perth	Marlin, Lewis Alexander	M.A., Queen's	Science	1910	6	7	1,700	.....	.....
	Cowan, Margaret Taylor.....	B.A., Tor.	Classics	1910	7½	....	.....	.....	1,300
	McRae, Donella Maud	B.A., Queen's	Mods. and Hist.	1911	9½	2	.....	.....	1,200
	Walker, Helen Campbell. (Interim)	B.A., Queen's		1911	2½	....	.....	.....	850
	Clark, Donald McKenzie		Commercial	1912	2½	....	.....	1,300	.....
	Challen, Newton Eugene	B.A., McMaster	Math.	1913	3½	3	.....	1,400	.....
	Dawson W.	B.S.A., Tor.	(Agriculture Instr.)	1913	½	....	.....	1,300	.....

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Peterborough	Kenner, Henry Rowe H.	B.A., Tor.	Classics	1893	25	½	2,300	.....	.....
	Fessenden, Cortez	M.A., Trin.	Math.	1890	38	3	.....	1,860	.....
	Weir, Annie	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1904	17	6	.....	.....	1,735
	Stubbs, Samuel James	B.A., Tor.	Eng. and Hist., Classics	1907	17	3	.....	1,735	.....
	Harvey, John Franklyn	B.A., Queen's	.....	1907	6½	9	.....	1,500	.....
	Pettit, Louis John	B.A., Queen's	Eng. and Hist.	1908	8½	3	.....	1,735	.....
	Firth, Joseph Wilson	B.A., Tor.	Science	1910	6	2	.....	1,680	.....
	Jamieson, Clinton Egerton	.....	Commercial	1911	9½	1	.....	1,580	.....
	Mackay, Donald A.	B.A., Queen's	Science	1912	13	5	.....	1,660	.....
	Taylor, Wilson	B.A., Tor.	Math.	1913	28	2½	.....	1,660	.....
	Morris, Francis J. A.	M.A., Tor., B.A., Oxon.	Classics (Interim)	1913	3	....	.....	1,500	.....
	McBride, Sarah M.	.....	.....	1913	12	....	.....	.....	1,300
Picton	Minns, James Edward	B.A., Vic.	Math., Science	1911	22	3	1,800	.....	.....
	Bigg, Edmund Murney	M.A., Tor.	Science	1906	40	....	.....	1,400	.....
	Kerfoot, Horace Watson	B.A., Queen's	Classics	1911	9	11	.....	1,500	.....
	Solmes, Harriette Mary	B.A., Queen's	.....	1912	6	1½	.....	.....	1,000
	Ingham, Bruce (Interim)	B.A., Tor.	Eng. & Hist., Mods. & Hist.	1912	1½	....	.....	1,200	.....
	Hewitt, Cora Eleanor	B.A., Tor.	Mods. and Hist.	1913	1½	2½	.....	.....	1,050
	Grose, Annie Rebecca †	.....	Commercial ..... (Interim)	1913	7	6	.....	.....	1,000
	MacVannell, Alexander P.	B.S.A., Tor.	(Agriculture Instr.)	1909	4½	....	.....	1,500	.....
Port Arthur	Howell, William B. L.	B.A., Tor.	Classics	1904	16	....	2,200	.....	.....
	Cranston, David Loudon	B.A., Tor.	Math.	1907	10	....	.....	1,900	.....
	Rosevear, Howard Stanley	B.A., Tor.; M.A., Harv.	Commercial (Int.), Science.	1910	18	....	.....	1,900	.....
	Aitchison, Belle	.....	.....	1903	19	3	.....	.....	1,250
	Bartlett, Cora	.....	Commercial (Interim)	1912	3	6½	.....	.....	1,500
	Bristol, Sadie K.	B.A., Tor.	Mods. and Hist.	1913	3	....	.....	.....	1,400
	Whiddon, John W.	.....	(Manual Training Instr.)	1910	3	7	.....	1,700	.....
	Ross, Jessie D.	.....	(Household Science Instr.)	1914	.....	....	.....	.....	900

Renfrew	Bryan, Hugh Wallace	M.A., Queen's	Classics	1907	16½	....	1,850	.....	.....
	Baird, Alex. William	M.A., Queen's	Eng. and Hist., Fr. and Ger...	1908	5½	....	.....	1,450	.....
	Forrest, William	B.A., M.D., Tor.	Science	1910	23	6	.....	1,500	.....
	Corkery, Florence	M.A., Queen's	Eng. and Hist. (Interim)	1910	6	3	.....	.....	1,150
	Fair, Loretto C. (Interim)	B.A., Tor.	Math. and Phys.	1912	1½	....	.....	.....	1,050
	McGregor, Pearl (Interim)	.....	.....	1912	1½	3½	.....	.....	850
	Irwin, Alfred H. (Interim)	.....	.....	1913	2	1½	.....	1,200	.....
	Fritz, Olive (Interim)	.....	Commercial	1913	2½	....	.....	.....	1,000
Ridgetown	Frost, Francis Henry	B.A., Tor.	Math.	1912	19	2	1,600	.....	.....
	Breckon, F. Louise	B.A., Tor.	Classics (Interim)	1910	3½	....	.....	.....	1,200
	Trenaman, Mabel N.	B.A., Tor.	Mods. and Hist.	1910	11½	....	.....	.....	1,050
	MacLaurin, James L. (Interim)	B.A., McMaster	Science	1913	3	....	.....	1,400	.....
	Firby, Mrs. E. Ford	.....	Commercial (Interim)	1913	4	4	.....	.....	1,000
St. Catharines	Coombs, Albert Ernest	M.A., B.Pæd., Tor.	Classics	1909	21½	....	1,900	.....	.....
	Odlum, Eleanor Dora	B.A., Trin.	Mods. and Hist.	1907	10½	1	.....	.....	1,500
	Carefoot, George Andrew	B.A., B.Pæd., Queen's	Science	1911	17	5½	.....	1,650	.....
	Anderson, Lillie C.	.....	Commercial	1912	10	3	.....	.....	1,250
	Lauder, Beatrice (Interim)	M.A., Queen's	.....	1912	2	....	.....	.....	1,100
	Hartford, Leo (Interim)	.....	.....	1912	2½	....	.....	1,100	.....
	Martin, Helen Jacqueline (Interim)	B.A., Tor.	.....	1913	2	....	.....	.....	900
	Girdwood, Arthur R.	B.A., McMaster	Math.	1914	10	....	.....	1,500	.....
	Lawrence, Zella J. (Interim)	.....	.....	1914	1	1	.....	.....	800
St. Mary's	Wright, William Jonathan	M.A., Tor.	Classics	1913	12½	3½	1,800	.....	.....
	Haydon, Wm. James	M.A., McMaster	Science	1911	2½	....	.....	1,500	.....
	Matthews, Herbert L. (Interim)	B.A., McMaster	.....	1914	.....	.....	.....	950	.....
	Bocking, William Reginald. (Int.)	M.A., Tor.	Math. and Phys.	1913	1½	1	.....	1,500	.....
	Ward, Ada Louise	M.A., Tor.	Mods. and Hist.	1913	5½	3	.....	.....	1,300
	MacGregor, Mrs. Jeanette E.	.....	Commercial	1913	4	4	.....	.....	1,200
	Rogers, Mary Elizabeth Vera (Int.)	.....	.....	1913	½	4	.....	.....	700
St. Thomas	Voaden, Arthur C.	M.A., Queen's	Eng. and Hist., Com.	1903	19	2	2,200	.....	.....
	Auld, Charles	B.A., Tor.	Math.	1909	19	....	.....	1,700	.....
	Cook, Margaret	M.A., Tor.	Eng. and Hist., Fr. and Ger..	1903	18	....	.....	.....	1,700
	Liebner, Ernest O.	B.A., Queen's	Science	1909	20	....	.....	1,800	.....
	Gray, George L.	B.A., Tor.	Eng. and Hist.	1909	6	....	.....	1,700	.....
	Henderson, James V.	B.A., Tor.	Classics	1911	11	3	.....	1,700	.....
	Wing, Henry	.....	.....	1908	6	9	.....	1,400	.....
	McEachern, John G.	B.A., Queen's	.....	1909	5½	4½	.....	1,400	.....
	Thomas, Neil J.	.....	Art. (Interim)	1910	4	7	.....	1,400	.....
	Berney, Laura J.	B.A., Queen's	.....	1911	6	....	.....	.....	1,200
	Oates, T. William (Interim)	.....	Commercial	1911	2⅓	2	.....	1,300	.....
	Wilkinson, James E.	B.A., Tor.	Commercial	1913	4	3	.....	1,700	.....
	Stone, Alice B.	.....	Commercial	1913	11⅓	8	.....	.....	1,300
	Beeson, James	.....	(Physical Director)	1911	2	....	.....	.....	.....

†Holds Elementary Art certificate.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Sarnia	Overholt, Arthur Milton	M.A., McMaster	Math.	1913	14	½	2,100	.....	.....
	Grant, David Mills	B.A., Tor.	Classics	1885	30	....	.....	1,700	.....
	Oakley, Muriel Gladys	M.A., Tor.	Eng. and Hist.	1910	4½	....	.....	.....	1,500
	O'Donoghue, Mary Helen	M.A., Tor.	Mods. and Hist.	1912	5½	....	.....	.....	1,350
	Campbell, Minnie	.....	Commercial .....(Interim)	1912	6½	10½	.....	.....	1,050
	Cruickshank, Libbie	.....	.....	1913	8½	5	.....	.....	1,050
	Dent, William Arthur	.....	Science	1904	16	2	.....	1,700	.....
	Cook, Leslie B. .....(Interim)	.....	.....	1913	½	....	.....	1,000	.....
Seaforth	Miller, Gideon Alexander	M.A., Queen's	Science .....(Interim)	1913	3½	19	1,600	.....	.....
	Ross, John Francis .....(Interim)	M.A., Tor.	Math. and Phys. .....*...	1913	½	2½	.....	1,350	.....
	May, Annie	B.A., Tor.	Classics	1913	8½	....	.....	.....	1,300
	Carman Margaret E.	M.A., Tor.	Mods. and Hist.	1913	2½	....	.....	.....	1,000
	Bottoms, Emma Margaret ..(Int.)	.....	Commercial	1912	1½	9	.....	.....	1,000
Smith's Falls	Rose, Robert Chas.	B.A., Tor.	Math.	1907	22	3½	1,900	.....	.....
	Forrester, John Wilfrid	M.A., Queen's	Science	1910	4½	4	.....	1,700	.....
	McWhorter, Mary Ann Victoria....	B.A., Tor.	Mods. and Hist.	1909	4½	....	.....	.....	1,100
	Burns, Charles J.	B.A., Queen's	Classics	1912	4½	....	.....	1,600	.....
	Weir, Julia M. .....(Interim)	B.A., Queen's	.....	1913	2	12	.....	.....	1,000
	Bates, Annie E.	.....	.....	1913	3	2	.....	.....	800
	Squire, William James ..(Temp.)	.....	.....	1913	½	3½	.....	1,200	.....
	Ferguson, William T.	.....	(Manual Training Instr.) ..	1912	2	12	.....	1,600	.....
	Pringle, Florence	.....	(Household Science Instr.)..	1913	1	....	.....	.....	600

Stratford	Mayberry, Charles Alexander	B.A., LL.B., Tor. ...	Classics	1891	30	2	2,200	.....	.....
	Malcolm, George	B.A., Queen's	Eng. and Hist.	1890	29	6	.....	1,600	.....
	Sprung, Whitfield Lyman	B.A., Tor.	Math.	1908	10	5	.....	1,800	.....
	Marty, Sophie E.	M.A., Queen's	Eng. and Hist., Fr. and Ger....	1900	21	3	.....	.....	1,600
	McMillan, William James	B.A., Tor.	Science	1912	4½	5	.....	1,600	.....
	McQueen, Rose J.	B.A., Tor.	Eng. and Hist. ...(Interim)	1912	6	1	.....	.....	1,500
	Taylor, Daisy E.	.....	.....	1914	4½	6	.....	.....	1,050
	Doherty, Mabel	.....	Commercial	1908	11	2	.....	.....	1,300
	Day, John Wilfred	.....	.....	1908	6	14	.....	1,350	.....
	Creighton, Thomas M.	.....	.....	1911	5	1	.....	1,300	.....
	McAndless, Leo G. .....(Interim)	B.A., Tor.	.....	1913	½	2	.....	1,200	.....
	Hiscox, William F. .....(Interim)	.....	.....	1913	½	....	.....	1,200	.....
	Tench, Franklin J.	.....	Manual Training	1913	½	....	.....	1,300	.....
	Davidson, Vera E.	.....	(Household Science Instr.)..	1913	½	....	.....	.....	600
Strathroy	Gundry, Arthur Presland	B.A., Tor.	Science	1910	22½	....	1,900	.....	.....
	Johnson, Leah B.	M.A., Tor.	Math.	1910	7	....	.....	.....	1,200
	Althouse, John G. .....(Interim)	B.A., Tor.	Classics	1913	½	....	.....	1,300	.....
	Henry, Elizabeth C.	B.A., Queen's	Eng. & Hist. (Int.), Fr. & Ger.	1913	4⅓	13	.....	.....	1,200
	Edwards, Margaret A. ..(Interim)	.....	Commercial	1913	1	4	.....	.....	1,100
Toronto, Harbord St.	Hagarty, Edward William	M.A., Tor.	Classics	1892	30	....	3,100	.....	.....
	Balmer, Eliza May	B.A., Tor.	Eng., Fr. and Ger.	1892	24⅓	1	.....	.....	2,350
	Lawler, Gertrude	M.A., Tor.	Eng., Fr. and Ger., Math.....	1892	22	....	.....	.....	2,350
	Ivey, Thomas Joyce	M.A., Tor.	Science	1909	17½	....	.....	2,150	.....
	Glassey, David Alex.	B.A., Tor.	Classics	1906	19⅓	....	.....	2,250	.....
	Wightman, Robert	B.A., Tor.	Math.	1908	16	....	.....	2,250	.....
	Clark, Luther John	B.A., Queen's	Fr. and Ger.	1896	23⅓	5⅓	.....	2,150	.....
	Brown, Harry W.	B.A., Tor.	Eng. and Hist., Fr. and Ger..	1909	19	....	.....	1,850	.....
	Keast, Walter	B.A., Tor.	Math.	1907	7½	5	.....	2,050	.....
	Fraser, Charles G. (Jr.).....	M.A., Tor.	Science .....(Interim)	1910	3½	....	.....	1,500	.....
	Young, Edmund T.	.....	.....	1911	7	20	.....	1,750	.....
	Carlyle, John A.	B.A.,Tor.;M.A.,Harv.	Eng. and Hist.	1911	4	2	.....	1,550	.....
	Ayers, M. Huntley	M.A., Queen's	Science	1911	9½	8	.....	1,850	.....
	Hawkins, Maud Mary	B.A., Tor.	Eng. and Hist., Fr. and Ger....	1911	13	....	.....	.....	1,650
	Rochat, Paul .....(Interim)	M.A., Paris	Fr. and Ger. .....*..	1912	2	....	.....	1,450	.....
	Knight, Carrie	M.A., Tor.	Classics, Eng. and Hist.	1913	4½	....	.....	.....	1,450
	Adams, John Hamilton	B.A., Tor.	.....	1913	5½	....	.....	1,600	.....
	Lamb, Walter J.	M.A., Queen's	Math.	1913	2½	3	.....	1,600	.....
	Corbett, Lewis Hamilton ....(Int.)	M.A., Tor.	Mods. and Hist.	1913	½	....	.....	1,500	.....
	Kent, Eleanor .....†....	.....	Commercial	1913	15	2½	.....	.....	1,600
Toronto, Parkdale ...	Smith, Gilbert Acheson	B.A., Tor.	Science	1889	32	4	3,100	.....	.....
	Spence, Nellie	B.A., Tor.	Classics, Eng.	1889	25	1	.....	.....	2,300
	Hillock, Julia S.	B.A., Tor.	Fr. and Ger.	1900	20	....	.....	.....	2,300
	Cosens, Absalom	M.A., Ph.D., Tor....	Science	1904	17	2	.....	2,350	.....

*Holds Specialist's certificate in Physical Culture. †Holds Elementary Art certificate.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Toronto, Parkdale—Con.	Mills, John Hudson	M.A., Queen's	Classics	1906	23	1	.....	2,250	.....
	Sinclair, John	B.A., Tor.	Math. (Interim)	1897	25	8	.....	2,150	.....
	Phillips, Wm. A.	B.A., Tor.	Fr. and Ger., Eng.	1906	25	1½	.....	2,150	.....
	Reid, Thos. Emerson	B.A., Tor.	.....	1905	9	8½	.....	2,150	.....
	Smith, Arthur	B.A., Tor.	Science	1907	12	3	.....	2,050	.....
	Sealey, Ethel May	B.A., Tor.	Mods. and Hist.	1907	12	1	.....	.....	2,050
	Hutchinson, John I.	M.A., Tor.	Eng. and Hist. (Interim)	1909	5	....	.....	1,650	.....
	Darroch, William F.	.....	.....	1910	4	16	.....	1,750	.....
	Keith, George W.	B.A., Tor.	Math.	1912	15½	....	.....	2,050	.....
	Dugit, Rosalie A.	M.A., Tor.	Classics	1913	5½	....	.....	.....	1,600
	Bicknell, Harry Elmer	.....	Art	1913	2½	....	.....	1,500	.....
Toronto, Jarvis St.	Embree, Luther E.	M.A.,Tor.;LL.D.,McM	Classics, Eng., Fr. and Ger.	1906	41	5	3,700	.....	.....
	Jeffries, John	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1907	26	1	.....	2,250	.....
	Lougheed, Wm. James	M.A., Tor.	Math.	1907	10½	3½	.....	2,050	.....
	Jennings, Wm. Arthur	B.A., Tor.	Science	1907	7½	....	.....	1,850	.....
	Hardy, Edwin Austin	B.A., D.Pæd., Tor.	Eng., Fr. and Ger.	1910	23	....	.....	1,750	.....
	Thomas, Janie	M.A., Tor.	Eng. and Hist.	1882	31½	1	.....	.....	2,150
	Keillor, James	B.A., Queen's	Eng. and Hist.	1905	22	3	.....	2,150	.....
	Halbert, Edwin J.	B.A., Tor.	Science	1910	4½	3	.....	1,650	.....
	Murdoch, William Eugene	B.A., Tor.	Classics (Interim)	1910	3½	16	.....	1,750	.....
	Barnes, Charles Herbert	.....	..... *	1910	3½	16	.....	1,750	.....
	O'Connell, Marguerite E. (Interim)	B.A., Queen's	Eng. and Hist., Fr. and Ger.	1908	5½	2	.....	.....	1,750
	Tapscott, Harry Byron	M.A., McM. & Harv.	Fr. and Ger.	1912	9	6½	.....	2,150	.....
	Milburn, Clement Alvin. (Interim)	B.A., Tor.	Math.	1912	1	4	.....	1,450	.....
	Durie, Helen F. (Interim)	M.A., Tor.	.....	1913	½	....	.....	.....	1,500
	Barnes, Charles Lancelot	B.A., Tor.	Classics (Interim)	1913	11	4½	.....	2,150	.....
	Allin, Arthur Everett (Interim)	M.A., Tor.	.....	1913	½	....	.....	1,400	.....

Toronto, Humberside	Colbeck, Franklin Charles	B.A., Vic.	Classics, Eng.	1894	27	1½	3,100	.....	.....
	Gourlay, Richard	B.A., Tor.	Classics, Math.	1893	27	....	.....	2,350	.....
	Charles, Henrietta	B.A., Tor.	Eng., Fr. and Ger.	1901	27	....	.....	.....	2,350
	Johnston, Frederick James	M.A., Tor.	Science	1904	16	3	.....	2,350	.....
	Jones, George Mallory	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1907	16	....	.....	2,150	.....
	Bennett, John S.	B.A., Tor.	Classics	1909	5½	6	.....	1,750	.....
	Stewart, Kate L.	B.A., Tor.	Eng. and Hist.	1911	6	½	.....	.....	1,550
	Morrow, John D.	B.A., Tor.	Classics	1913	17½	....	.....	1,600	.....
	Patterson, Arnott M.	M.A., Queen's	Science	1913	5½	½	.....	1,650	.....
	Clarke, Bruce W. .....(Interim)	B.A., McMaster	Math.	1913	2	....	.....	1,400	.....
	Barr, Annie E. .....(Interim)	B.A., Tor.	Mods. and Hist.	1913	1½	....	.....	.....	1,400
	Colbeck, Wilhelmina L...(Interim)	B.A., Tor.	Mods. and Hist.	1913	1	....	.....	.....	1,400
	Hatch, Salem B.	.....	Art, Commercial	1909	9	8	.....	1,850	.....
	Evans, William Arthur	.....	.....	1904	9½	20	.....	2,000	.....
Toronto, Malvern Ave.	Lehmann, Carl A. K.	B.A., Tor.	Science	1910	18	2	2,700	.....	.....
	Barr, Lydia Adams	B.A., Tor.	Mods. and Hist.	1908	21	9	.....	.....	1,700
	Lingwood, Frederick Houchen.....	M.A., Trin., D.Pæd., Queen's	Classics	1910	21	....	.....	1,900	.....
	Wood, Frank Herbert	B.A., Tor.	Math.	1910	8½	....	.....	2,150	.....
	Horton, Charles William .....†...	B.A., Queen's	Eng. and Hist.	1911	20	7	.....	2,150	.....
	Graham, Louis H.	M.A., Tor.	Science	1912	14	5	.....	1,950	.....
Toronto, Oakwood	Gray, Robert Alex.	B.A., Tor.	Math.	1910	29	....	2,800	.....	.....
	Clarke, Frederick Hall	B.A., Tor.	Eng. and Hist., Fr. and Ger..	1908	18	....	.....	2,250	.....
	Irwin, Herbert William	B.A., Tor.	Mods. and Hist.	1908	12	....	.....	2,150	.....
	Kennedy, Thomas	M.A., Queen's	Math.	1908	14	2¾	.....	2,150	.....
	Jewett, Albert Edward	B.A., Queen's	Science	1908	26	3½	.....	2,350	.....
	Dunkley, Albert W.....	M.A., Queen's	Classics	1913	13½	....	.....	1,850	.....
	Ketcheson, Florence Blanche	B.A., Tor.	Mods. and Hist.	1908	8	....	.....	.....	1,850
	Hofferd, George W.	M.A., Man., B.A., Qns.	.....	1913	4½	5½	.....	1,600	.....
	McDonald, Evelyn..... .(Interim)	M.A., Tor.	Mods. and Hist.	1913	1½	....	.....	.....	1,400
	Ball, Alice I. N. .....(Interim)	B.A., Tor.	Math.	1913	½	....	.....	.....	1,400
	Sutherland, Isabel	B.S., Columbia	(Household Science Instr.)..	1912	1½	10	.....	.....	1,000
	Shortill, Robert Nickell	.....	Manual Training .(Interim)	1912	1½	26	.....	1,700	.....
Toronto, Riverdale	Michell, William C.	B.A., Tor.	Classics	1910	22	....	2,800	.....	.....
	Moore, James Rosington	M.A., Queen's	Science	1907	15	½	.....	2,250	.....
	Wren, John Stewart	B.A., Tor.	Math.	1907	15	....	.....	2,250	.....
	Willson, Alice M.	B.A., Tor.	Fr. and Ger.	1908	10	4	.....	.....	2,150
	Watson, Erwin H. A.	B.A., Tor.	Mods. and Hist.	1910	13	3	.....	2,150	.....
	McKinley, James M.	B.A., Tor.	Classics	1910	14	....	.....	2,050	.....
	Kidd, Truman William	B.A., Queen's	Art	1909	8½	6	.....	1,850	.....
	Rogers, William Henry	M.A., Trin.	Math.	1909	11½	2	.....	1,850	.....
	Dunnett, Alfred H.	B.A., Queen's	.....	1911	2½	11½	.....	1,650	.....
	Munro, Peter F.	M.A., Qn's., B.Pæd.Tor	Classics	1913	13	½	.....	2,050	.....

*Holds Specialist's certificate in Physical Culture.

†Holds Elementary certificate in Art.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$.	$
Vankleek Hill.	Mitchener, James L.	B.A., McMaster	Science	1909	12	6	1,600	.....	.....
	Readdie, George ....(Interim)	B.A.,McM., M.A.,Edin.	Fr. and Ger.	1913	½	....	.....	1,200	.....
	McKay, Olive	B.A., Tor.	Math.	1913	2⅔	....	.....	.....	1,200
	Affleck, Elsie ....(Interim)	M.A., Tor.	Classics	1913	⅓	....	.....	.....	1,100
	Tiplady, Evelyn C. T. ..(Interim)	.....	Commercial	1914	.....	3½	.....	.....	1,100
Windsor	Gavin, Frederick Pearce	B.A., Queen's	Science	1892	22	....	2,100	.....	.....
	Bell, Frederick Henry	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1898	20½	....	.....	1,750	.....
	Reid, Robert	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1909	20	4	.....	1,700	.....
	Brunt, Robert Anthony	B.A., Tor.	Science	1905	11	1	.....	1,700	.....
	Cleary, Norah	B.A., Tor.	.....	1900	12	....	.....	.....	1,300
	Crassweller, Christopher L.	B.A., Tor.	Math.	1913	29	2½	.....	1,700	.....
	Lowe, William Duff	M.A., Queen's	Eng. & Hist. (Int.), Classics	1908	5⅓	....	.....	1,700	.....
	Cunningham, Evangeline	B.A., Tor.	.....	1909	9	....	.....	.....	1,200
	Srigley, Edgar C.	.....	Commercial	1911	19	5	.....	1,700	.....
	Stockdale, Thomas N.	.....	Commercial (Interim)	1912	5	4	.....	1,700	.....
	Thompson, Peter M.	M.A., Queen's	Science	1913	13½	5	.....	1,700	.....
Woodstock....	Levan, Isaac Master	B.A., Tor.	Classics, Eng., Mods.	1898	32⅔	....	1,900	.....	.....
	Salter, Wesley John	B.A., Tor.	Classics	1907	6⅓	....	.....	1,600	.....
	Whitton, Frederick A. ..(Interim)	B.A., Queen's	Fr. and Ger.	1913	1½	....	.....	1,500	.....
	Brown, Clarence Leslie	M.A., McMaster	Math.	1909	4	2	.....	1,700	.....
	Staples, Louis Edgar	M.A., Queen's	Science	1910	11½	15	.....	1,600	.....
	Harris, Mary A.	B.A., McMaster	Mods. and Hist.	1912	3½	½	.....	.....	1,100
	Robinson, Mary Alberta	.....	.....	1910	3	10	.....	.....	900
	Mackay, Emma L.	.....	.....	1910	3	3½	.....	.....	750
	Shook, Muriel Alitia ....(Interim)	.....	.....	1912	1½	....	.....	.....	850
	Connor, Carl Yoder ....(Interim)	B.A., Tor.	.....	1913	1½	....	.....	1,150	.....
	McGuire, Thomas Henry	B.A., Queen's	Commercial, Art	1913	13	5	.....	1,400	.....
	Mercer, John S.	.....	Manual Training	1905	9	6½	.....	1,500	.....

High Schools:

Alexandria ...	MacKay, Donald	M.A., Tor.	Classics	1895	24	2½	1,700		
	Sweeney, Agnes Calvary			1909	8	3½			1,200
	Maclennan, C. Lillie	B.A., Queen's		1911	5	1			1,200
	Clarry, Arthur R. ....(Interim)			1913	½	1		1,400	
Alliston.....	Davidson, Hugh	B.A., Tor.		1909	27	2	1,500		
	Currie, Irene M. ....(Interim)	B.A., Tor.		1913	½	3			900
	Morton, Christena			1912	4½				800
Almonte.....	Jenkins, Robert Smith	M.A., Tor.	Eng. & H. (Int) F. & G. Clas.	1913	9½		1,600		
	Matthews, Jessie Edith	M.A., Tor.; B.A., Qn's		1908	5½	3			1,000
	Walker, Anson R. ..(not qualified)			1913	½			900	
	Adams, Florence J. .....(Interim)	B.A., Tor.	Math. and Phys.	1913	1				1,000
Amherstburg..	Overholt, B. Percy			1910	5½	4	1,300		
	Hicks, Viva			1912	5½	1			825
	Brimicombe, Bessie ....(Interim)		Commercial	1912	1½	3			900
Arnprior.....	Rand, Wilfred Erle	B.A., Tor.	Math.	1910	21	1	1,900		
	Welsh, David A.	B.A., Tor.		1911	3	2½		1,500	
	Strang, Rose Innes			1911	16				1,050
	Fletcher, Beatrice L.	B.A., Tor.	Classics	1912	6½	2½			1,300
	Hall, Margaret M. S.	B.A., Queen's		1912	3½	5			1,050
Arthur.....	McRitchie, Alexander Robinson	B.A., Tor.	Science	1913	16½	7	1,600		
	Lynch, Mary E.			1911	6½	2			875
	Bell, Winifred			1912	8				800
Athens.....	Sexton, James Henry	M.A., Queen's	Science	1909	17	9	1,700		
	Hitsman, Samuel A. ....(Interim)		Commercial	1913	½	20		1,300	
	Payne, Pearl	B.A., Queen's		1913	3½	2			1,100
	Mackay, Minnie B.	B.A., Queen's		1912	4½				1,000
	Ney, Louise Evelyn ....(Interim)			1913	1½	3			800
	Smith, Walter H.	B.S.A., Tor.	(Agriculture Instructor)	1912	1½			1,300	
Aurora.....	Ferguson, John	B.A., Queen's		1909	8	8	1,600		
	Hicks, Fred M. .....(Interim)			1912	8	2½		1,150	
	Powell, Muriel E.....(Interim)	B.A., Western		1912	1½				850
	Ferguson, Muriel C. ...(Interim)			1913	2½				750
Avonmore.....	Stenhouse, Rebecca	B.A., McMaster		1913	4	3½	1,000		
	Hamblin, Flora .....(Interim)	B.A., Queen's		1912	1½				800

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Aylmer	Rutherford, Walter W.	B.A., Tor.	Math.	1883	39	1	1,800	.....	.....
	Awde, Elgin O.	.....	.....	1913	5	2	.....	1,300	.....
	Martin, May Alice (Interim)	B.A., Tor.	Mods. and Hist.	1913	2	2½	.....	.....	1,000
	Story, Selina G.	M.A., Tor.	Mods. and Hist.	1914	12	....	.....	.....	1,600
Beamsville	McQuarrie, George Bruce	M.A., Tor.	Classics (Interim)	1912	4	....	1,350	.....	.....
	Chapman, Hattie (Interim)	.....	.....	1912	2	3½	.....	.....	725
	Leacock, Ella M. M. (Interim)	B.A., Tor.	.....	1913	½	2	.....	.....	700
Belleville	MacLaurin, Peter Crawford	B.A., McMaster	Science	1909	9	....	1,800	.....	.....
	Knight, William W.	B.A., Queen's	Math.	1892	25	5	.....	1,700	.....
	Libby, Minnie F.	B.A., Vic.	Eng. and Hist., Fr. and Ger.	1910	18	4	.....	.....	1,400
	Guest, Emily J.	M.A., Tor.	Eng. and Hist.	1910	12	....	.....	.....	1,400
	Milburn, Edward Fairfax	M.A., Trin.	.....	1870	43	....	.....	1,200	.....
	James, G. Moffat	B.A., LL.B., Tor.	.....	1912	2	15	.....	1,500	.....
	Fennell, T. Harold	.....	.....	1912	4	....	.....	1,300	.....
	Hitchon, A. Claire H.	M.A., McMaster	Mods. and Hist. (Interim)	1913	3	....	.....	.....	900
	Gibson, Edith G. (Interim)	B.A., Tor.	Classics	1913	1	....	.....	.....	1,100
	Templeton, Robina	.....	(Household Science Instr.)	1913	½	....	.....	.....	500
Bowmanville	Dandeno, James B.	B.A.,Qn's, Ph.D.,Hvd.	Science	1910	13	3½	1,600	.....	.....
	Pugsley, Bessie M. (Interim)	B.A., McMaster	Classics	1912	1½	....	.....	.....	1,100
	Browne, Carl S. (Interim)	B.A., McMaster	.....	1913	½	....	.....	1,300	.....
	Smith, Isabel Keith	B.A., Tor.	.....	1913	6	....	.....	.....	900
Bradford	Ewers, Charles F.	B.A., Queen's	.....	1912	7	12	1,600	.....	.....
	Mitchell, Isabella C. (Interim)	....	.....	1912	1½	....	.....	.....	700
	Hawkey, Ella L' (Interim	B.A., Tor.	.....	1913	½	....	.....	.....	750

Brampton ...	Fenton, William J.	B.A., Tor.	Classics	1891	23	1½	2,000	
	Halnan, Lemen Robert	M.A., Trin.	Math.	1905	10	3		1,700
	Hutchinson, May R. †.			1910	10	6		1,350
	Ball, Emerson Ewart	B.A., Tor.	Mods. and Hist.	1911	6½		1,350	
	Tuke, William H.			1912	8		1,650	
Brighton	Thackeray, Barton Earl	B.A., Tor.		1912	8	2½	1,600	
	Conway, Irene Evelyn			1911	5	3		800
Caledonia.....	Campbell, Alexander	B.A., Tor.	Math.	1913	23	3	1,600	
	Hicks, Thomas James ..(Interim)	B.A., Queen's		1913	1	11½	1,300	
	Thomas, Margaret	B.A., Queen's		1911	2½	4		900
	Davidson Mildred Pearl (Interim)	B.A., Tor.		1912	1½			850
Campbellford	Smith, Thomas Corlett	B.A., Queen's	Science	1909	14	14	1,650	
	Smithson, Annie Laura	M.A., Tor.	Classics	1911	2½			1,200
	O'Donohue, John Albert			1913	8½	3	1,200	
	Bruce, Helga Marjorie ..(Interim)	B.A., Tor		1913	1			850
Carleton Place	Wethey, Edmund James	M.A.,Tor., B.A.,Trin.	Math.	1910	8½	5½	1,500	
	Ewing, Florence May	B.A., Queen's		1910	9½	2½		1,100
	McNeely, Priscilla V. M.	M.A., Trin.	Science	1913	4	1		900
	Robertson, Mary Dorothy (Int.)	B.A., Queen's		1913	1½	1½		900
Cayuga	Skeele, James Eton	B.A., Tor.		1897	21		1,400	
	Harvey, Martha Anne	B.A., Tor.	Math.	1907	8			1,200
	Meadows, Persie Cecilia			1909	4½	4		800
Chatsworth....	McMahon, Frank O.	B.A., Tor.		1912	5½	6	1,300	
	Eby, Emma L. .....(Interim)			1912	1½	4		750
Chesley	McQuarrie, Ernest C. .*.(Interim)	B.A., Tor.		1912	1½		1,150	
	Halliday, Florence F.			1910	4	1		1,100
	Ellis, Roxy A. .....(Interim)			1912	2			900
Chesterville...	Macdonald, Emma Moran..*.(Int.)	B.A., Queen's		1913	1½	10	1,200	
	Humphries, Wilma McArthur (Int.)			1913	1			800
	Harris, Una M. .....(Interim)			1913	½			750
Colborne	Bellamy, Wesley	B.A., Vic.		1892	24	3½	1,500	
	Hinds, Margaret J.			1910	3½	3½		900
Coldwater.....	Schooley, Fred. T. *.....(Interim)			1913	8½	7	1,000	
	Gillrie, Edna B. .....(Interim)			1913	½	4		700

*Temporary qualification as Principal.

†Holds Elementary Art certificate.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Cornwall	Fetterly, Hiram B.	M.A., Queen's	Science	1904	9½	10	1,850	.....	.....
	Nugent, James	.....	.....	1884	32½	6½	.....	1,400	.....
	Birchard, Alexander Fraser	.....	Commercial	1898	19	12	.....	1,325	.....
	Norris, Arthur David	B.A., Tor.	.....	1907	7	7	.....	1,250	.....
	Healey, Rose Etta	B.A., McGill	.....	1906	7	.....	.....	.....	1,250
	Smith, Lyman C.	B.A., Vic.	Classics, Eng. and Hist.	1912	35½	2	.....	1,700	.....
	Nugent, Eleanor .....(Interim)	B.A., Tor.	Fr. and Ger.	1914	.....	....	.....	.....	900
	Durnin, Edward W.....(Interim)	B.A., Tor.	.....	1912	1½	....	.....	1,400	.....
	Caldwell, Alexander ... (Interim)	B.A., Royal, Dublin	.....	1912	1½	....	.....	1,000	.....
Deseronto.....	Windsor, Annie	B.A., McMaster	Math.	1913	7	....	1,400	.....	.....
	Nesbitt, Mabel E.	B.A., Queen's	.....	1912	2	1	.....	.....	900
	Philp, Florence Helene .(Interim)	.....	.....	1912	1½	....	.....	.....	800
Dundalk.....	Wright, David T.	.....	.....	1911	7½	10	1,400	.....	.....
	Farrington, Mabel .....(Interim)	B.A., Tor.	.....	1913	½	....	.....	.....	750
Dundas	Hamilton, James A.	M.A., Tor.	.....	1914	6½	....	1,800	.....	.....
	Cowan, Euphemia Johnson	M.A., Tor.	.....	1913	3½	....	.....	.....	1,100
	Foster, Jessie	B.A., Queen's	Fr. and Ger.	1910	12	....	.....	.....	1,000
Dunnville	Bonis, Harry	B.A., Tor.	Classics	1913	23	1	1,600	.....	.....
	Williams, Mary Isabel	B.A., Queen's	Mods. and Hist.	1911	7½	....	.....	.....	1,300
	Percy, Herbert Algernon	.....	.....	1913	5	2	.....	1,500	.....
	Archibald, Robert Harvey	.....	.....	1913	3½	....	.....	1,400	.....
Durham.....	Allan, Thomas	.....	.....	1888	24	12	1,200	.....	.....
	McGregor, Enid A. .....(Interim)	B.A., McMaster	Eng. and Hist.	1913	¾	2	.....	.....	900
	Askell, Bessie .....(Interim)	B.A., McMaster	Eng. and Hist.	1913	¾	3	.....	.....	900

Dutton	Elliott, Thomas W.	B.A., Tor.	Science	1909	7½	11	1,500		
	Cole, Addison	B.A., Tor.		1908	12½			1,000	
	Hally, Isobel Orr	B.A., Tor.		1911	5½				1,100
	Coulter, Eva (Interim)	B.A., Queen's	Eng. and Hist.	1913	½	5½			800
	Buchanan, Chas. W.	B.S.A., Tor.	(Agriculture Instructor)	1912	2			1,300	
Elora	Stoddart, Robert	B.A., Tor.	Classics	1910	18	½	1,500		
	Reid, Edith Lilly †.		Commercial	1911	5	6½			900
	Flanagan, Florence (Interim)	B.A., Tor.		1913	½	1			800
Essex	Massey, Arthur Wallace	B.A., Vic.	Math., Eng.	1909	22	1	1,700		
	Richardson, Ada Ellen (Interim)	B.A., Queen's		1911	2½				900
	Wilson, Elizabeth A.R.V. (Interim)			1912	1½	5			800
	Anderson, William A. (Interim)			1912	1¼			1,100	
	Kellock, Evelyn Dickson (Interim)	B.A., McMaster	Eng. and Hist.	1913	½				900
	Edwards, Wm. Edward Judson	B.S.A., Tor.	(Agriculture Instructor)	1910	3½			1,400	
Fergus	Perry, Peter	M.A., Tor.	Classics	1908	37		1,500		
	Austin, Grace C.			1910	4½				900
	Clarke, Annie G. †.			1912	4	4			800
	Martin, Thomas W. (Interim)			1913	½			900	
Flesherton	White, Harry S.			1912	6½	2	1,300		
	Hulse, Clara (Interim)			1913	3½	2½			800
Forest	Williams, Albert	B.A., Queen's		1906	9	5	1,400		
	Brown, William Bertram. (Interim)	B.A., Tor.		1913	1			1,200	
	Mitchell, Jessie A.	B.A., Tor.		1913	15½	9			900
Gananoque	Graham, Robert George	B.A., Vic.	Math.	1894	22½		1,600		
	Edwards, Rebecca S.			1908	4½	9			1,000
	Howson, Alexandra A.	B.A., Queen's	Fr. and Ger. (Interim)	1910	4	2			1,000
	McAllister, Annie G.			1911	6	1½			1,000
Georgetown	Coutts, Richard David	B.A., Tor.	Classics	1897	16½	3	1,600		
	Smith, Kathleen Edith	B.A., Tor.		1911	5½				1,200
	Menhennick, Ada May (Interim)	B.A., McMaster	Mods. and Hist.	1913	1	3½			900
	Manning, Ernest David (Interim)			1913	½			1,100	
Glencoe	Zurbrigg, Jacob Mahlon	B.A., Tor.		1912	4½		1,300		
	McEachran, Mary	B.A., Queen's		1910	7½	7			1,100
	Johnston, Hally (Interim)	B.A., Tor.		1913	½				675

†Holds Elementary Art certificate.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Gravenhurst .	Houser, Wilfred Henry	M.A., Queen's	Math.	1913	4	....	1,600	.....	.....
	Broughton, Clara Elizabeth	.....	.....	1906	8½	....	.....	.....	725
	Kirkconnell, Helen K....(Interim)	.....	.....	1913	½	....	.....	.....	750
Grimsby	Amos, Harold E.	B.A.,Qn's.,B.Paed,Tor	.....	1914	7	8	1,700	.....	.....
	Campbell, Hughena M.	.....	.....	1913	4	½	.....	.....	900
	Rankin, Lucy M. .....(Interim)	B.A., McMaster	.....	1913	1	½	.....	.....	900
Hagersville ..	Haviland, Hugh J.	B.A., Tor.	Classics	1913	13½	....	1,500	.....	.....
	Allison, Henrietta E.	M.A., Tor.	.....	1912	3	....	.....	.....	900
	Hall, Henry W. .....(Interim)	.....	.....	1913	½	....	.....	900	.....
Haileybury ..	Wilson, W. Asbury	B.A., Queen's	.....	1910	14½	....	2,000	.....	.....
	O'Neill, Albert E.....(Interim)	B.A., Queen's	Eng. and Hist.	1912	1½	....	.....	1,300	.....
	Nelson, Arletta	.....	Art .....(Interim)	1912	13	3	.....	.....	1,100
	Cole, George E. .....(Temp.)	B.A., B.Sc., McGill	.....	1913	½	....	.....	1,800	.....
Harriston.....	Hobbs, Thomas	B.A., Tor.	Math.	1911	11½	5½	1,600	.....	.....
	Robertson, E. Vera E....(Interim)	M.A., Tor.	Fr. and Ger.	1911	2½	1	.....	.....	1,100
	Elliott, Adrienne S.....(Interim)	B.A., Tor.	Science	1912	1½	2½	.....	.....	1,300
	Reid, Hazel I. .....(Interim)	B.A., Tor.	.....	1914	.....	....	.....	.....	800
Hawkesbury..	Millar, Frederick Gourlay	B.A., Tor.	.....	1911	10	....	1,400	.....	.....
	Watson, Mary Isabella .(Interim)	B.A., Queen's	Science	1913	1	....	.....	.....	800
	Cordingly, Margaret L. (Interim)	B.A., Tor.	.....	1913	½	....	.....	.....	800
Iroquois	Cantelon, J. Wilfred	M.A., Tor.	Math.	1913	6	4	1,600	.....	.....
	Mulloy, L. Eugenia	.....	.....	1911	5	5	.....	.....	1,200

	Kilpatrick, Jessie Susanna . (Int.)	B.A., Queen's		1913	½	1½			800
	Campbell, William A. . . (Interim.)	B.A., Queen's		1913	½			1,100	
Kemptville . .	Clothier, James	B.A., Queen's	Fr. and Ger. . . . . (Interim)	1913	17		1,600		
	Burchell, James E.			1911	5½	12		1,300	
	Johnston, Katie B.	B.A., Tor.	Eng. and Hist. . . . . (Interim)	1911	2½	4			1,000
	Johnston, Frances V. . . (Interim)	B.A., Tor.		1913	½	2			900
	Clothier, Bessie . . . . . (Interim)			1912	3	2			850
Kenora	Elliott, Thomas Edward	B.A., Tor.	Fr. and Ger.	1910	25		2,000		
	Hind, Edith J.			1911	5½	3½			1,200
	Stothers, Minerva E.	B.A., Queen's		1913	6				1,200
Kincardine . .	MacKay, John Malcolm	B.A., Queen's	Math.	1909	7½	7	1,500		
	Belcher, Norah Tresilian . . . (Int.)	B.A., Tor.	Classics	1912	1½				1,100
	Tanton, John	B.A., Queen's	Science . . . . . (Interim)	1913	3½	2		1,300	
	Stewart, Etta Murray	B.A., Tor.	Eng., Fr. and Ger.	1913	15				1,000
	Fraser, Lulu Belle . . . . . (Interim)			1912	1½	1¾			900
Leamington . .	Wright, Robert	B.A., Queen's	Math.	1912	17⅓	¼	1,850		
	Campbell, George Alex.			1908	5½	12		1,400	
	Osgoode, Joseph A.	B.A., Queen's	Classics	1912	7	⅓		1,050	
	Jackson, Katherine May	B.A., Tor.	Mods. and Hist. . . (Interim)	1912	4				1,050
	Kerfoot, R. Roy. . . . . (Interim)			1912	1⅓			850	
Listowel	Elliott, Henry Edward	B.A., Queen's		1913	5⅓	3	1,600		
	Morrison, Wm. John . . . . (Interim)	B.A., Tor.		1912	1½	5		1,300	
	Thompson, Margaret J.	B.A., Queen's	Fr. and Ger., Eng. and Hist. .	1913	17	6			1,300
	Small, Eva Mary . . . . . (Interim)	B.A., Tor.		1912	1½	5			950
	Dufton, Lena Irene	B.A., Tor.	Classics	1913	5				1,200
Lucan	Leckie, Bruce E.	B.A., McMaster	Science	1913	3⅔	2	1,500		
	Reynolds, Mabel Louise . (Interim)	B.A., Western		1912	1½	1			800
	Fitch, Martha . . . . . (Interim)	B.A., McMaster	Math.	1912	1½	13			1,050
	Vrooman, Agnes S. . . . . (Interim)	M.A., Western		1913	½				750
Madoc	Moffat, Thomas Edward	B.A., Queen's		1912	7	2	1,600		
	Thompson, Jennie D. . . (Interim)			1911	3				900
	McLeod, Florence A. C. . (Interim)	B.A., Queen's		1912	1½				800
	Turner, Alice Beatrice . (Interim)	B.A., McMaster	Classics	1913	½				800
Markdale	Macdonald, George E. . . . . *	B.A., Queen's		1914			1,500		
	Kells, Emma M. . . . . (Interim)	M.A., Tor.	Mods. and Hist.	1913	1				800
	Duff, Hugh C.	B.S.A., Tor.	(Agriculture Instr.)	1911	2½			1,500	

*Temporary qualification as Principal.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.—Continued

High Schools	Name of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Markham	Bell, James Stewart	B.A., Tor.	.....	1912	4½	2	1,600	.....	.....
	Campbell, Stella	.....	.....	1912	6½	1½	.....	.....	900
	Forbes, William Brownie	.....	Science	1912	18½	1	.....	1,200	.....
	Russell, F. Josephine	.. ..	.....	1910	7½	4	.....	.....	1,000
Meaford	Dundas, Arthur A.	B.A., Tor.	.....	1897	17	2	1,700	.....	.....
	Hackett, Edward	B.A., Dublin	.....	1909	4½	....	.....	1,400	.....
	Hammond, John Edgar	.....	Commercial	1906	7½	3	.....	1,300	.....
	Mathieson, Elsie	B.A., Tor.	Eng. and Hist.	1911	3½	6	.....	.....	1,300
	Williams, Edna J.	B.A., Tor.	.. ..	1912	6	....	.....	.....	1,500
Midland	Glass, William Arthur	B.A., Tor.	.....	1904	10½	1½	1,750	.....	.....
	Dulmage, Agnes .....(Interim)	B.A., Tor.	.....	1913	1½	....	.....	.....	1,200
	Robbins, Walter W. ....(Interim)	M.A., Queen's.....	Science	1913	½	5½	.....	1,400	.....
	Clarke, Eleanor Lillian (Interim)	B.A., Tor.	....	1913	1	1	.....	.....	900
Mitchell	Foucar, Walter K.	M.A., Tor.	Fr. and Ger., Eng. and Hist.	1913	18½	....	1,600	.....	.....
	Rutherford, Mary Helen	....	....	1913	5½	½	.....	.....	1,100
	Butson, William G. ....(Interim).	....	....	1913	½	....	.....	800	.....
	Govenlock, Ada .....(Interim)	....	....	1913	½	1	.....	.....	650
Morewood.....	Loucks, Horatio	....	....	1900	11½	5½	1,600	.....	.....
	Wallen, Elizabeth J.....(Interim)	....	....	1913	1½	3½	.....	.....	850
Mount Forest	Speirs, Thomas E.	B.A., Tor.	Math. and Physics	1907	7½	2	1,500	.....	.....
	McKinley, Clara B.	B.A., Tor.	Classics (Interim)	1910	4	....	.....	.....	1,200
	Sinclair, Robt. J.	....	....	1914	3	2	.....	1,250	.....
	McLuhan, Mabel B. ....(Interim)	....	....	1913	½	....	.....	.....	700

Newburgh ...	Andrews, Robert T.	B.A., Tor.	Classics	1910	9	14	1,200	.....	.....
	McKeracher, Florence J.	B.A., Queen's	.....	1911	4	3	.....	.....	1,000
	Mackenzie, Eva Florine	.....	Art (Interim)	1911	5½	9½	.....	.....	800
Newcastle	Ford, Hellen D.	B.A., Queen's	Eng. and Hist. (Int.)	1913	3½	½	1,200	.....	.....
	Gillard, Leah .....(Interim)	.....	.....	1913	½	1	.....	.....	600
Newmarket ..	Merritt, Robert Norris	B.A., Tor.	Math.	1911	14	1½	1,700	.....	.....
	Hollingshead, John Edwin	.....	.....	1884	29	2½	.....	1,100	.....
	Kidd, William Livingston	.....	.....	1910	9	10	.....	1,300	.....
	Wickett, Laura E.	.....	Commercial	1909	4½	1½	.....	.....	1,050
	Quail, May F. .....(Interim)	M.A., Tor.	Mods. and Hist.	1913	½	....	.....	.....	900
	Steckley, J. C.	B.S.A., Tor.	(Agriculture Instructor) ...	1912	3	....	.....	1,400	.....
Niagara	Clark, Joseph Campbell	B.A., Tor.	Classics	1910	18	2½	1,000	.....	.....
	McLeod, M. Augusta ...(Interim)	.....	.....	1913	2	1	.....	.....	750
Niagara Falls South	Myer, Albert N.	M.A., Trin.	Math.	1908	19½	....	1,800	.....	.....
	Dawson, Margaret M. .....‡....	.....	.....	1907	6	2	.....	.....	900
	Shaw, Ory A.....(Interim)	M.A., Tor.	.....	1913	½	3	.....	.....	900
North Bay ...	Brown, Percy W.	B.A., Queen's	Science	1913	19	4	2,200	.....	.....
	Code, Ethel May	M.A., Queen's	Fr. and Ger. (Interim).....	1911	4	....	.....	.....	1,200
	Wallace, Frank D.	M.A., Queen's	Math.	1913	3½	....	.....	1,600	.....
	Ryan, Mary C. .....(Interim)	B.A., Tor.	....	1913	½	....	.....	.....	1,000
	Quarry, Vincent C. .....(Temp.)	.....	....	1913	.....	....	.....	1,200	.....
Norwood	Lawlor, Richard G.	B.A., Queen's	.....	1909	9½	8	1,600	.....	.....
	Morton, Janet M.	.....	.....	1913	3	2	.....	.....	800
	Broatch, Sarah A. .....(Interim)	B.A., Tor.	.....	1914	.....	4	.....	.....	800
	McRae, F. C.	B.S.A., Tor.	(Agriculture Instructor) ...	1913	½	....	.....	1,200	.....
Oakville	Weidenhammer, William B.	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1914	17½	6½	1,700	.....	.....
	Ovens, Winifred E.	B.A., Western	.....	1912	5½	....	.....	.....	1,100
	Dickens, Violet I. .....(Interim)	B.A., McMaster	.....	1913	2	1	.....	.....	900
Omemee	Morden, Frances Dagmar	B.A., Tor.	.....	1912	7	2	1,200	.....	.....
	Davidson, Viola May	.....	.....	1912	3	1	.....	.....	850
Orangeville ..	Steele, Alexander	B.A., Tor.	Eng., Math.	1879	37	....	1,650	.....	.....
	Strang, Grace Masson	B.A., Tor.....	Mods. and Hist.	1907	7½	....	.....	.....	1,150
	Allin, Richard Percy ....(Interim)	M.A., Queen's	Science	1912	1½	....	.....	1,250	.....
	MacIntyre, Sada .....(Interim)	.....	.....	1912	1½	5	.....	.....	750
	Evans, George Elmo ....(Interim)	B.A., Tor.	Classics	1913	½	....	.....	1,100	.....
	Dorrance, H. A.	B.S.A., Tor.	(Agriculture Instructor) ...	1911	2½	3	.....	1,400	.....

‡Holds Elementary Commercial certificate.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.—Continued

High Schools	Name of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Oshawa	Dolan, John Henry	B.A., Queen's	Classics	1911	15½	....	1,900	.....	.....
	Stevenson, Lewis.	B.A., B.Sc., Vic.	Math., Science	1902	21	3	.....	1,600	.....
	Courtice, Samuel James	B.A., Tor.	Math.	1908	13	6	.....	1,500	.....
	Faint, Pearl Blanche	M.A., Tor., ...	Mods. and Hist.	1910	5½	....	.....	.....	1,300
	Armstrong, Florence Janette	.....	.....	1910	3½	5	.....	.....	750
	Brill, Minnie Louisa ....(Interim)	.....	Commercial	1912	3	7	.....	.....	1,000
Paris	Bell, Walter N.	B.A., Tor.	Classics	1898	23	....	1,700	.....	.....
	Keegan, Joseph D.	.....	.....	1910	8½	13	.....	1,100	.....
	Willson, H. Blanche ....(Interim)	B.A., Tor.	Math.	1912	1½	1½	.....	.....	1,200
	Pratt, Gertrude A. .....(Interim)	B.A., McMaster	Mods. and Hist.	1913	1½	1½	.....	.....	900
	Schuyler, Roy	B.S.A., Tor.	(Agriculture Instructor) ...	1912	1½	....	.....	1,300	.....
Parkhill	Hall, Wilbert	B.A., Tor.	.....	1911	5	3	1,800	.....	.....
	Halliday, J. Maude	.....	.....	1912	3½	3½	.....	.....	850
	Burns, Olive M. .....(Interim)	B.A., Queen's	.....	1912	1½	2	.....	.....	900
	Galloway, Jessie Louise..(Interim)	B.A., Tor.	Mods. and Hist.	1913	½	....	.....	.....	800
Pembroke	Flach, Ulysses J.	M.A., Tor.	Math.	1913	25	....	1,800	.....	.....
	Ross, Ralph	B.A., B.Paed., Tor...	Classics	1895	26	....	.....	1,700	.....
	Closs, Frank D.	.....	Science	1913	17	2½	.....	1,700	.....
	Rose, Marion Helena	.....	Fr. and Ger.	1911	18½	4	.....	.....	1,150
	Moir, Isabella	.....	Commercial	1913	6½	8	.....	.....	1,300
Penetanguishene	Keefe, Reuben Daniel	B.A., Tor.	.....	1907	11½	....	1,550	.....	.....
	Sweet, Fred. G.	.....	.....	1911	4	4½	.....	1,100	.....
	Bell, Jessie M.	B.A., Tor.	Mods. and Hist. ..(Interim)	1913	3	....	.....	.....	800

Petrolea	Clyde, William	M.A., Queen's	.....	1888	27	1½	1,500	.....	.....
	McPhail, Alexander C.	B.A., Queen's	.....	1910	18½	10½	.....	1,250	.....
	McKeracher, Donalda M.	B.A., Queen's	.....	1913	5	1½	.....	.....	1,100
	Hodgins, Ekron P. .....(Interim)	B.A., Tor.	Science	1913	½	....	.....	1,400	.....
	Bramnell, G. G.	B.S.A., Tor.	(Agriculture Instructor) ..	1913	½	....	.....	1,200	.....
Plantagenet ..	Ferguson, Arthur W. ..... *	B.A., Queen's	.....	1913	½	2	1,200	.....	.....
	Jordan, Stella .....(Interim)	.....	.....	1913	1	2	.....	.....	700
	McNamara, Elizabeth ...(Interim)	.....	.....	1913	½	....	.....	.....	600
Port Dover ...	Barron, Robert Armour	B.A., Tor.	Classics, Fr. and Ger., Eng. ..	1913	31	5	1,400	.....	.....
	Walker, Alexina A. C. ..(Interim)	.....	.....	1913	½	....	.....	.....	800
Port Elgin ...	Nelson, Albert E.	B.A., Queen's	.....	1910	5½	6	1,500	.....	.....
	Stirling, Charlotte	.....	.....	1911	3	3	.....	.....	800
	Scott, Jessie M. .....(Interim)	.....	.....	1911	2½	2½	.....	.....	800
Port Hope	Snider, Eber Egerton	B.A., Vic.	Math.	1908	23	2	1,900	.....	.....
	Affleck, Archibald A. ....(Interim)	B.A., McMaster.....	Classics	1913	½	....	.....	1,400	.....
	Copeland, George E.	M.A., Queen's	Science	1911	2½	5½	.....	1,250	.....
	Scott, Ethel O. .....(Interim)	M.A., Tor.	Mods. and Hist.	1911	2½	4	.....	.....	1,400
	Fechnay, Jean H.	M.A., Tor.	Eng. and Hist. ....(Interim)	1913	2	....	.....	.....	900
	Tuer, Margaret .....†....	.....	Commercial	1910	7	5	.....	.....	950
	Duncan, Reginald S.	B.S.A., Tor.	(Agriculture Instructor)	1910	3	....	.....	1,500	.....
Port Perry ..	Follick, Thomas H.	M.A., Vic.	Science	1912	23½	2	1,600	.....	.....
	Stone, George	.. . .	.....	1883	32	4	.....	1,300	.....
	Coad, Hanna Gertrude	M.A., Tor.	Mods. and Hist.	1911	2½	1½	.....	.....	1,000
	Harris, L. Morwenna..‡.(Interim)	.. . .	.....	1912	3½	1½	.....	.....	800
Port Rowan ..	Crerar, John S. ....*....(Interim)	B.A., Queen's	.....	1914	1	2½	1,300	.....	.....
	Forester, Margaret .....(Interim)	.....	.....	1913	2	5	.....	.....	800
Prescott	Trench, W. Wycliffe Anson.....	B.A., Tor.	Classics	1911	9½	5	1,600	.....	.....
	Goulding, Hanna Mitchell	.. . .	.....	1911	10½	2½	.....	.....	1,200
	Pinel, Hattie Louise	M.A., Tor.	Mods. and Hist.	1911	2½	....	.....	.....	1,000
	Smith, Fred. P.	M.A., Queen's	Science	1912	5½	5	.....	1,400	.....
Richmond Hill	Davidson, John	M.A., LL.B., Tor. ...	Classics	1910	33	3	1,400	.....	.....
	Carpenter, Ida Mary	B.A., Tor.	.....	1911	3	....	.....	.....	1,000
	Bell, John Archibald ...(Interim)	.. . .	.....	1912	1½	....	.....	900	.....
Rockland	Walsh, John C.	B.A., Ottawa	.....	1913	7½	....	1,450	.....	.....
	Raitt, Helena G. .....(Interim)	B.A., Queen's	.....	1914	2	1	.....	.....	800
	O'Callaghan, Mila	.....	.....	1913	2½	3½	.....	.....	700

* Temporary qualification as Principal. †Holds Elementary Art certificate. ‡Holds Elementary Physical Culture certificate.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Sault Ste. Marie	Race, Wilfrid Ballantyne	B.A., Queen's	Mods. and Hist.	1904	21	....	2,300	.....	.....
	Rudlen, George William	B.A., Tor.	Math.	1904	15	....	.....	1,800	.....
	Walkom, Daniel T.	B.A., Queen's	.....	1911	4	3½	.....	1,700	.....
	Patterson, Harriet A., ...	B.A., Queen's	.....	1914	7	....	.....	.....	1,400
	Clayton, Vivian Emily	B.A., Man.	Commercial	1908	7½	1½	.....	.....	1,300
	MacKenzie, Anna	.. . .	.....	1910	3½	11	.....	.....	1,100
	Later, Thomas John	.. . .	Manual Training .....(Int.)	1910	3	10	.....	1,500	.....
	Shaw, Mary Pauline	.. . .	(Household Science Instr.)..	1910	7	....	.....	.....	900
	Smith, Archibald S.	B.S.A., Tor.	(Agriculture Instructor)	1911	2½	....	.....	1,400	.....
Simcoe	Christie, James Douglas	B.A., Tor.	Eng., Fr. and Ger.....	1889	35	....	1,550	.....	.....
	Hagan, James W.	M.A., Queen's	Science	1910	9	5	.....	1,450	.....
	Messmore, Joseph Franklin	B.A., Tor.	Classics	1911	22	....	.....	1,300	.....
	Skirrow, William A.	M.A., Queen's	Math.	1910	3½	....	.....	1,250	.....
	Goodland, Alma	.. . .	Commercial	1907	7	11	.....	.....	950
	Murray, R. H.	B.S.A., Tor.	(Agriculture Instructor)	1913	½	....	.....	1,200	.....
Smithville . ..	Langford, Thomas E.	M.A., Queen's	Science	1913	14½	6	1,500	.....	.....
	Lindsay, Bertie L.	.....	.....	1911	2½	4½	.....	.....	750
	Oldfield, Inez M. .....(Interim)	B.A., Tor.	.....	1913	½	....	.....	.....	750
Stirling	Kennedy, George E.	B.A., Vic.	Science	1893	21	4	1,400	.....	.....
	McRae, Caroline Jean	B.A., Queen's	Eng. and Hist.	1909	4½	½	.....	.....	1,100
	Bissonnette, Florence ...(Interim)	B.A., Queen's	.....	1913	½	2	.....	.....	850
	Caverley, Evelyn R.	.....	.....	1913	3	1	.....	.....	700
	McIntosh, A. D.	B.S.A., Tor.	(Agriculture Instructor)	1911	2½	....	.....	1,500	.....

Streetsville	Kemp, William	M.A., Queen's	Mods. and Hist.	1909	13	1	1,400		
	White, Kate Elizabeth †...		Commercial	1912	7½	1			1,000
	Gerhardt, Henry W. ....(Interim)			1913	½		950		
Sudbury	Berlanquet, Hugh S.	B.A., Queen's	Classics	1910	10		2,000		
	O'Grady, John Lee			1910	4	2		1,400	
	Baker, Wester Roy	B.A., Tor.		1910	3½			1,400	
	Bibby, Marie Victoria	B.A., Tor.	Mods. and Hist.	1911	7½				1,400
	File, Lillian			1913	3½	6½			1,000
Sydenham	Sine, Fred.	M.A., B.Sc., Queen's.		1913	6½	5	1,700		
	Smith, N. Fletcher .....(Interim)			1913	½			1,100	
	Hiscock, Mary B.	B.A., Queen's		1910	3½				850
	Stewart, Winona .....(Interim)	B.A., Queen's		1913	½	½			700
	Main, C.	B.S.A., Tor.	(Agriculture Instructor)	1913	½			1,200	
Thorndale	Owen, Thomas Arthur	B.A., Camb.		1913	19	1	1,200		
	Mackenzie, Elizabeth S...(Interim)			1913	4½	1			700
Thorold	Fitzgerald, Eliza Sophia	M.A., Queen's	Classics	1909	29½		1,100		
	Moir, Mary Isabella	B.A., Tor.		1910	4	1			800
Tillsonburg	Auld, Charles	B.A., Tor.	Math.	1914	19		1,600		
	Hindson, Hilda Mary		Commercial	1904	9	6			1,000
	Allen, Mabel E.	B.A., Tor.	Mods. and Hist.	1912	8				1,000
	Woolley, Clarence B.			1914	2½			1,200	
Toronto, Commerce and Finance	Eldon, Robert H.	B.A. Queen's	Math., Commercial	1911	22	7	3,100		
	Ward, William	B.A.,B.Paed., Queen's	Commercial	1911	19	5		2,250	
	Fletcher, William H.	M.A., Queen's	Science, Commercial	1911	18½	4½		2,150	
	Baird, William		Commercial	1911	11	4		2,150	
	Edward, Wesley G.		Commercial	1911	8½	1		2,050	
	Bailey, Joseph J.			1911	9½	5½		2,050	
	Webster, Samuel C.	B.A., Tor.		1911	12	2		1,850	
	Conlin, Evelyn E.	B.A., Tor.	Mods. and Hist.	1911	11½				1,750
	Van Every, John F.	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1912	16			1,650	
	Harry, Frank T. .....(Interim)		Commercial	1913	½	15		1,600	
Toronto, North	Reed, George Henry	M.A.,B.Pæd., Tor.	Classics	1910	25	4	2,200		
	Shaw, Robert	B.A., McM. and Tor..	Math.	1913	12	3		2,050	
	Nelson, Curtis Ira			1910	3	2½		1,500	
	Scanlon, Mary Greenfield			1911	5	2½			1,400

†Holds Elementary Art certificate.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Toronto, Technical	McKay, Alexander Charles	B.A., LL.D., Tor.	Math.	1911	7	2	6,000	.....	.....
	McBean, John William	B.A., Tor.	.....	1902	11	1	.....	2,500	.....
	Warren, James McIntosh	B.A., Tor.	Math.	1903	19½	....	.....	2,700	.....
	Kirkland, William Stuart	M.A., Queen's	Science	1903	17½	1	.....	2,700	.....
	Wilson, William James	B.A., Tor.	Science ..... (Interim)	1902	11½	....	.....	2,400	.....
	MacLean, Allan Edmund	B.A., Queen's	Eng. and Hist. Fr. and Ger.	1910	21	5	.....	1,900	.....
	Rutherford, William Herbert	M.A., Tor.	Math.	1904	10½	....	.....	2,125	.....
	Rundle, John Ashton	.....	.....	1904	9½	18½	.....	2,100	.....
	Downey, Helen Elizabeth	B.A., Tor.	Mods. and Hist.	1904	13	....	.....	.....	2,100
	Jolliffe, Ernest Howard	B.A., Tor.	Science ..... (Interim)	1908	5½	2½	.....	1,900	.....
	Ferguson, Walter P.	M.A., Queen's	Science	1911	5	....	.....	1,600	.....
	Blackwood, William Cameron	B.A.Sc., Tor.	.....	1912	1½	3½	.....	1,650	.....
	Peake, Charles Nicholson	.....	(Instr. in Drafting)	1898	10	....	.....	2,100	.....
	Hahn, Gustav	.....	(do Industrial Design)	1902	.....	....	.....	1,200	.....
	Hahn, Emanuel	.....	(do Freehand Draw.)	1907	.....	....	.....	820	.....
	Maynard, Carmen Moses	.....	(do do)	1912	1	....	.....	1,200	.....
	Cobb, Charles S.	M.Sc., Cornell	(do Architecture)	1912	1	....	.....	800	.....
	Cunningham, James Henry	.....	Manual Training	1911	3	15	.....	2,000	.....
	Davidson, Margaret Mary	.....	(Household Science Instr.)	1902	.....	....	.....	.....	1,900
	DeLaporte, Marie Annette	.....	do do	1907	6	....	.....	.....	1,200
	Sheffield, Lillian Foster	.....	do do	1911	2	....	.....	.....	900
	Gray, Annie M.	.....	do do	1912	1	9	.....	.....	850
	Bailey, Lucie E.	.....	do do	1912	1	....	.....	.....	750
	Faulds, Catherine D.	.....	.....	1913	.....	....	.....	.....	750
	Handley, Walter H.	.....	(Instructor in Printing.)	1912	1	....	.....	1,600	.....
	Howell, Alfred	A.R.C.A., Ryl. Col. Art	(do Modelling)	1913	.....	....	.....	1,600	.....
	Ray, Volney A.	M.A., McMaster	(do Shopwork)	1913	.....	....	.....	1,600	.....
	Saunders, William R.	B.A., Queen's	.....	1913	13½	4½	.....	2,100	.....
	Collings, Seymour (See note below.)	.....	(Physical Instructor)	.....	.....	....	.....	.....	.....

Trenton	Whyte, Robert	B.A., Tor.		1910	18	4	1,550		
	Pattee, Mrs. Ada		Eng. and Hist.	1889	26				1,050
	Gould, Elva			1911	4				800
	Kirkpatrick, Effie C.			1912	6	½			1,050
Uxbridge	Davidson, John H.	M.A., B. Paed.,Tor.	Math.	1914	11	7½	1,600		
	Jeckell, Laura M.			1908	6	2½			1,000
	Broatch, Margaret A.			1911	2½	4½			900
	Buchanan, Winnifred	B.A., Queen's		1913	3	2½			900
Vienna	Simpson, John	M.A., Tor.		1912	9½	7	1,100		
	Meadows, Ethel (Interim)			1913	½	½			700
Walkerton	Morgan, Joseph	M.A., Tor.	Classics	1881	32		1,500		
	McGregor, Margaret C. †	B.A., Tor.		1908	6½	1½			1,000
	Cummer, May Elvina			1909	8½				1,200
	Case, H. James			1913	8	13		1,200	
	McKay, Norman C.	B.S.A., Tor.	(Agriculture Instructor)	1912	1½			1,300	
Wardsville	Gundry, Helen M.	B.A., Tor.	Classics	1913	10		1,200		
	Neelands, Lucy G. (Interim)			1912	1½				750
	Dowswell, J. Ambrose		(Physical Instructor)	1913					
Waterdown	Witheril, Ebenezer Rufus	B.A., Queen's		1913	20	20	1,500		
	Tassie, Rebecca (Interim)	M.A., Tor.		1913	½				700
	Baird, Grace Hazeltine (Interim)			1913	½				700
Waterford	Zavitz, Arthur S.	B.A., Queen's		1911	5¼	3½	1,500		
	Rowntree, Annie E.	M.A., Tor.	Mods. and Hist. (Interim)	1910	3½	5			1,050
	Russell, James W. (Interim)			1912	1½			800	
Watford	Potter, Charles	B.A., Tor.	Math.	1912	29	5	1,500		
	Mitchell, Blanche H. †			1907	6½	4			1,000
	McCaw, Hester E. A.	B.A., Tor.	Eng. and Hist.	1912	5½				1,050
	Smith, S. Louise			1912	5	3½			1,200
Welland	McCuaig, Herbert M.	B.A., Queen's		1891	29		1,600		
	Doherty, John C.	B.A., McMaster	Science	1913	3			1,500	
	Thomson, Helen M.	B.A., Tor.	Math.	1908	5	3			1,200
	Stone, Grace L.	B.A., McMaster	Mods. and Hist.	1910	4	2½			1,000
	Brennan, Jennie L. †			1906	7	5			900
	Austin, Robert	B.S.A., Tor.	(Agriculture Instructor)	1912	1½			1,200	

NOTE.—In addition, in the Technical High School there are 59 occasional teachers for evening classes only.
†Holds Elementary Art certificate.

III. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1914—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute.	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Weston	Pearson, Alexander	B.A., Tor.	Science	1914	20½	....	2,100	.....	.....
	Gillies, Annie M.	M.A., Tor.	Classics	1910	3½	½	.....	.....	1,150
	Graeb, Mabel M.	M.A., Tor.	Mods. and Hist.	1911	5½	....	.....	.....	1,100
	Pentland, George E.	M.A., Queen's	Math. .....(Interim)	1914	8½	5½	.....	1,500	.....
Whitby	Bell, John Johnston	B.A., Tor.	.....	1912	28	1	1,500	.....	.....
	Innes, Alexander R.	.....	.....	1913	26	6	.....	1,200	.....
	Dalrymple, Isabel Mary (Interim)	B.A., Tor.	Fr. and Ger.	1913	2½	....	.....	.....	900
	Tipper, R. M.	B.S.A., Tor.	(Agriculture Instructor) ...	1913	½	....	.....	1,300	.....
Wiarton	Hamilton, J. Rennie	B.A., Queen's	.....	1912	4½	....	1,600	.....	.....
	Graves, Bessie	B.A., Western	.....	1911	5	1½	.....	.....	850
	Barret, Wellington J. C. (Interim)	B.A., Queen's	.....	1913	½	....	.....	900	.....
Williamstown	Cooke, John Alexander	M.A., Queen's	Classics	1911	24	3	1,700	.....	.....
	Cattanach, Jessie S.	B.A., Queen's	.....	1910	3¼	4½	.....	.....	1,100
	O'Brian, Mabel B. ..... †...	.....	.....	1909	6½	....	.....	.....	1,050
	Arnold, Hubert George	.....	.....	1911	2½	....	.....	1,400	.....
Winchester....	Philp, Nellie M. .....(Interim)*	B.A., Queen's	.....	1914	1½	4	1,300	.....	.....
	Edmunds, Lulu J.	.....	.....	1914	5	2½	.....	.....	800
Wingham ...	Ricker, Harry Edwin	M.A., Queen's	Science .....(Interim)	1913	9	6	1,600	.....	.....
	Smith, George Richard	B.A., Tor.	Math.	1911	2½	3½	.....	1,400	.....
	Anderson, Beatrice E.	.....	.....	1908	5	3	.....	.....	900
	Whyte, Marion Isabella (Interim)	B.A., Tor.	Mods. and Hist.	1913	3	1	.....	.....	900
	Ewing, Charles Mansfield ..(Int.)	M.A., Edin.	.....	1913	½	....	.....	1,000	.....
	Cooper, Edna V. .....(Interim)	B.A., Tor.	.....	1913	⅓	....	.....	.....	700

*Temporary qualification as Principal. †Holds Elementary Art certificate.

SUMMARY, JANUARY, 1914

Number of Schools, Sex of Teachers, and Percentages

Schools

Collegiate Institutes	47
High Schools	114
Total	161

Teachers

Gentlemen	575
Ladies	395
Total	970
Increase for the year	53

Percentages

January, 1914:	Gentlemen,	59.27;	Ladies,	40.72
January, 1913:	"	60.41;	"	39.58
January, 1909:	"	67.55;	"	32.45
January, 1904:	"	78.80;	"	21.20

Number of Teachers

Collegiate Institutes

Principals	47
Assistants	454
Total	501
Increase for the year	40

High Schools

Principals	114
Assistants	355
Total	469
Increase for the year,	13

Grand Total

Principals	161
Assistants	809
Grand Total	970
Increase for the year,	19

Salaries

Collegiate Institutes

Highest Salary	$3,700
Average " Principals	2,155
" " Male Assistants	1,646
" " Female "	1,227
Average Salary	$1,555
Increase for the year	$79

High Schools

Highest Salary	$6,000
Average " Principals	1,611
" " Male Assistants	1,429
" " Female "	966
Average Salary	$1,252
Increase for the year	$16

Collegiate Institutes and High Schools

Highest Salary	*$6,000
Average " all Principals	1,771
" " all Assistants	1,338
Average Salary, all	1,409
Increase for the year	$51
Average Salary, Male Assistants	$1,579
" " Female "	1,074
Increase for the year, Principals	37
" " Male Assistants	80
" " Female "	31

University Graduates, Specialists, etc.

Collegiate Institutes and High Schools

Graduates	687
Non-Graduates	283
Percentage of Graduates, 1914	70.82
Percentage of Graduates, 1913	70.82
Percentage of Non-Graduates, 1914	29.17
Percentage of Non-Graduates, 1913	29.17
Interim Certificates	203
Specialists	436
Interim Specialists	123
Percentage of Specialists and Interim Specialists, 1914	57.62
Percentage of Specialists and Interim Specialists, 1913	59.10
Percentage of Non-Specialists, 1914	42.37
Percentage of Non-Specialists, 1913	40.89

* Salary of Principal of Technical High School; $3,100 is the highest salary in the other High Schools.

IV.—List of Principals and Assistants of Continuation Schools, January, 1914

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate.)	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Acton	Stewart, William H.			1903	10½	15	1,200		
	Howie, Mabel F.		Commercial (Interim)	1913	2¼	2½			800
Alvinston	Carbert, Robert H.			1911	5½	3	1,300		
	Turvey, Ina Merle (Interim)			1913	½	1			675
Arkona	Augustine, Annie			1912	3½	5	675		
Ayr	Fleming, Gertrude			1912	1½	2½	900		
	Pridham, Irene (Interim)		Commercial	1913	½				700
Bath	Neelands, Ralph J. (Interim)†			1914		½	1,050		
Beaverton	Rogers, W. Cruess	M.A., Queen's		1914	3½	3½	1,200		
	Paisley, Aylmer B. (Interim)			1913	½	2			700
Beeton	Webb, Roland D.**			1912	3½	1½	1,250		
	Grant, J. Margaret			1912	1½	3			725
Belmont, U.11, S. Dorchester	MacKillop, Oliver M.			1913	½	4	1,200		
	Lang, Ruby B. (Interim)			1912	1½	1			800
Blenheim	Wightman, Stanley*	B.A., Queen's		1911	9½	2½	1,300		
	Robinson, Sadie			1913	3	2½			800
Blind River	Hamilton, George W.†			1913	½	10	1,000		
Blyth	Barr, Mrs. I. E. Powell			1911	4	2½	1,100		

Bothwell	O'Leary, Susan **			1913	2½	1½	1,000		
	Agar, Shirlie V. (Interim)			1913	1½				600
Bowesville, 5 Gloucester	Hardy, Mrs. Edith Annabel			1913	2½	2	800		
Bracebridge	Shannon, Samuel *	B.A., Tor.		1908	6	3	1,800		
	Dufton, Olive Hope			1909	4½	2			800
	Stewart, Margaret E.			1913	½	5			700
Bridgeburg	Henderson, Hubert M. **			1912	1½	1	1,100		
	Stephens, Ella G.			1910	3½	3			825
Bruce Mines	Murday, Arthur M.			1913	2½	8	1,250		
	McGibbon, Hazel M. (Interim)			1912	1½	½			750
Brussels	Scott, Benjamin S.			1914	4½	6	1,200		
	McPherson, Pearle (Interim)			1912	1½				800
Burk's Falls	Yake, John W.	B.A., Queen's		1913	5½	3	1,400		
	Hamilton, Agnes I. (Interim)			1913	½				700
Burlington	Smith, Daniel E. *	B.A., Tor.		1909	10½	2	1,300		
	Ghent, Lucy T. B.	B.A., Tor.		1911	2½				800
Cannington	Philp, L. Madeline			1912	5	3	900		
	Ferguson, Lilian M.			1913	3½	2			750
Cardinal	Ranson, Eva Maud			1913	3	3	900		
	Ballance, Helen Amelia			1913	½	3½			650
Carp, 3 Huntley	Stewart, Annie J. **	B.A., Queen's		1911	3½	1½	1,000		
	Keough, Margaret			1912	1½	2½			750
	Jackson, W. D.	B.S.A.; Tor.	(Agri. Instr.)	1911	3			1,400	
Claremont, 15 Pickering	Currie, John Elgin **			1912	2½	1½	1,000		
Clifford	Scott, Rena C.			1912	2½	2	1,100		
	Ross, Margaret E.			1913	½	14			600
Comber, 4 Tilbury W.	Wemp, Annie P.			1911	1½	2	800		
	Beaman, Elsie K. (Interim)			1913	½				700

*High School Principal's Certificate. **Interim First Class Certificate endorsed for Principalship of a Grade B Continuation School.
†Temporary qualification as Principal.

List of Principals and Assistants of Continuation Schools, January, 1914.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate.)	Degrees	Specialists	Date of Appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Cookstown, 5 Essa	Batstone, A. Thomas ** Goodall, Nellie			1913 1910	3½ 4	1½	1,150	....	 650
Crediton, 5 Stephen	Henderson, Henry R.			1914	4½	6	1,200	.....	.....
Creemore	Millar, William J. Kelso, Jessie	B.A., Queen's	....	1914 1914	 1	4 7	1,200	....	 800
Drayton	Clark, George A. Ellerby, Florence Edna Edge, Mary E. (Interim)	....	....	1913 1913 1913	8½ ¾ ½	6 4¼ 1½	1,300	....	..... 700 700
Dresden	Bowden, William Lewis Wells, Freda M. (Interim)	..... B.A., McMaster	..... Mods. & Hist...	1913 1913	½ ½	12	1,300	....	 800
Drumbo, 11 Blenheim	Agla, Mildred Alice	.....	.....	1913	4	2	1,000	.....	.....
Eganville	Traver, Edith A.	.....	.....	1912	2½	2	1,200	.....	.....
Eganville (R. C. Sep. Sch.)	McHugh, Elizabeth (Sister St. Ernestine) (II. Class)	.....	.....	1899	13½	11	750	.....	.....
Elmvale, 5 Flos	Crehan, William H. ..**(Interim) Garrett, Evelyn C.	....	....	1912 1912	4½ 5	½ 2	1,200	....	 775
Ennismore, 4 Ennismore	Young, Clara †(Interim)	.....	.....	1912	1½	....	875	.....	.....
Erin	Wilson, James S.	.....	.....	1912	1½	4½	1,200	.....	.....

Exeter	Spark, George	B.A., Tor.		1914	2½	3	1,500		
	Montgomery, Vivien E. (Interim)	B.A., Tor.		1914	1	1			750
	Cragg, Estella R.			1913	4	2½			900
Fenelon Falls	Cameron, Allan A.			1907	9½	3	1,100		
	Cheney, Frances G. (Interim)	B.A., Queen's		1912	1½	1			700
Feversham, 7 Osprey	Brunkard, Ethel			1913	½	4	800		
Finch	Armstrong, Eunice			1911	4½	2½	925		
	Daley, Muriel (Interim)			1913	½	1½			650
Fingal, 12 Southwold	Crummer, Eva Margaret			1913	4½	2	1,000		
	McGregor, H. Jean (Interim)			1914					675
Fitzroy Harbour, 8 Fitzroy	Roberts, Mabel			1913	½	3	900		
	Prosser, Stinson (Interim)			1914	1			700	
Fort Frances	Thompson, Robert			1913	6	10	1,400		
	Anderson, Nellie L.			1909	4½	3			900
Gore Bay	Hoover, Egbert E.			1910	6½	3	1,200		
	Cowan, Wilfred K. (Interim)			1913	½				800
Grand Valley	Glenn, Everett H.			1912	1½	2	1,150		
	Fleming, Jean H. (Interim)			1912	2	½			800
Hanover	Magee, James A.			1905	10½	2	1,800		
	Mawhinney, Frances A.			1908	5½	1			700
Harrow, 9 South Colchester	Wightman, Grace Eppie			1913	2½	2½	900		
Havelock	Butcher, Cecil Ward			1910	3½	3½	1,200		
	Murphy, Edith Alexandria (Int.)	B.A., Queen's		1913	½				800
Highgate, 6 Orford	Burke, Alexander			1913	19½	13	1,300		
	Brigham, Olvetta			1909	4½	4½			750
Huntsville	Bernath, Alfred Charles			1900	12½	5½	1,400		
	Peregrine, H. May			1912	7	2			750
Jarvis	Grainger, Luella †			1914	4	2	1,200		

**Interim First Class Certificate endorsed for Principalship of a Grade B Continuation School.
†Temporary qualification as Principal.

List of Principals and Assistants of Continuation Schools, January, 1914.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate).	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Jockvale, 10 Nepean	Powell, Allie			1912	1½	2	800	.....	.....
Kars, U. 3, North Gower	Dunwoodie, Annie L.			1910	4½	2	900	.....	.....
Keewatin	Baker, William T.			1913	7	5	1,500	.....	.....
	Wyman, May E.			1912	2½	2	.....	.....	850
Kenmore, 15 Osgoode	Caesar, Katharine			1913	4	2	1,000	.....	.....
	Giles, Annie H.			1912	2½	3½	.....	.....	675
Kinburn, 5 Fitzroy	Griffiths, Gertrude M.			1913	3½	3	1,000	.....	.....
Lakefield	Carter, Chetwynd S.			1911	7½	2½	1,250	.....	.....
	Taylor, May M. (Interim)	B.A., Queen's		1913	1	5	.....	.....	800
Lanark	Beatty, Robert			1889	24½	9	900	.....	.....
	Gillespie, Mary A.	M.A., Toronto		1914	2	....	.....	.....	700
Little Current	Tatham, Beatrix			1913	2	3	1,000	.....	.....
Lucknow	Doupe, Henry A.			1913	5½	2½	1,300	.....	.....
	McLean, Frances E.			1906	7	5½	.....	.....	800
Malakoff, 3 Marlborough	Avery, Eleanor			1912	1½	7	900	.....	.....
Manitowaning, 2 Assiginack	Norton, Ida			1913	7	5	800	.....	.....
Manotick, 18 Osgoode	Morgan, Flora E.			1912	1½	3½	800	.....	.....

Maxville	McQueen, Myrtle		1913	½	3	850		
	Brain, Beatrice	B.A., Tor.	1914	2½	½			650
Melbourne, U. 16 Caradoc	Robinson, William G. (II. Class)		1899	13½	5	900		
	Baker, Pearl Z.		1912	3½	2½			700
Merlin, U. 5 Raleigh	Graham, Edna		1911	2½	3	1,000		
	Green, Jennie Lyle (Interim)		1913	½				600
Merrickville	Lutman, Margaret E.		1912	1½	2	900		
	Blacklock, Jessie C.		1912	1½	2			600
Metcalfe, 11 Osgoode	Iveson, Sadie E.	B.A., McMaster	1912	1½	3	900		
	Knox, Harold C. (Interim)		1913	½	½		700	
Millbrook	Hampton, David (II. Class)		1883	17½	25	800		
	Mitchell, May		1912	5	5½			700
Milton	Marcellus, J. Ernest	B.A., Queen's	1912	7	2	1,500		
	Hanson, Clara F. (Interim)		1913	½				750
Mount Albert, 13 East Gwillimbury	Taite, Ruple		1912	1½	3	900		
	Haines, Ruth W. (Interim)		1912	1½				700
New Hamburg	Smith, James M.		1908	5½	6	1,400		
	Abel, Margaret H.		1913	4	2½			700
New Liskeard	Dobbie, Isabella E.		1911	5	18	1,200		
	Strang, Jessie M.		1912	1½	2			800
	Galbraith, Charles A.	B.S.A., Tor. (Agr. Instr.)	1912	1½			1,200	
North August, 17 Augusta	Stafford, Inez G.		1912	3½	3	850		
	White, Mabel R. (Interim)		1912	2½	½			700
North Gower, 6 North Gower	Callender, Annie (Temporary)		1914			900		
Norwich	Cayley, Thomas M.		1913	½	13	1,000		
	Hamer, Lottie E. (Interim)	B.A., Tor.	1914		2½			750
Odessa, 13 Ernesttown	Black, Luella Clare		1911	2½	3½	1,000		
	Stocker, Eva Rose		1911	2½	4½			800

List of Principals and Assistants of Continuation Schools, January, 1914.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate.)	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Oil Springs	Blake, Richard J.			1910	5½	2	1,200		
	Harvey, Olga (Interim)	B.A., Queen's		1913	½	1			700
Orono, 12 Clarke	Wise, Elsie Mary			1910	6½	3	1,000		
	Richardson, Julia I. (Interim)			1912	1½	1½			725
Paisley	Schmietendorf, Herbert F.			1913	1½	4	1,100		
	Chisholm, Renwick (Interim)			1913	½			700	
Pakenham, 4 Pakenham	Fraser, Lucille			1913	3½	3	1,000		
	Campbell, Mabel			1912	1½	4			800
	Moynihan, Mayme H. (Interim)			1912	1½				700
Palmerston	Anglin, Sara			1913	5	10	1,250		
	McCosh, Hannah Wright (Int.)			1912	1½				675
Parry Sound	Cameron, James G. †			1911	12½	6	1,600		
	Barber, Etta Louise			1912	1½	5½			800
	Merchant, Jean (Interim)			1914	⅛				900
Plattsville, 24 Blenheim	Eadie, William M.			1913	½	15	1,200		
Port Burwell, 2 Bayham	Gray, Henry	M.A., Ph.D., West.		1913	13	25	1,000		
	Jackson, Nellie M. (Interim)			1913	½				650
Port Colborne	Steer, Albert Burkinshaw **	B.A., Tor.		1913	7	1	1,500		
	Dudley, Pauline (Interim)			1913	½	1			700

Powassan	Manson, Susie H.			1913	½	5	900		
Princeton, U. 21 Blenheim	Hughes, Hugh Lloyd			1912	1½	4	1,100		
Richard's Landing	Mingay, Susan B.			1913	½	3	800		
Richmond	Coghlan, Florence			1911	2½	2½	900		
Ridgeway, 11 Bertie	Woodley, Arthur M.			1913	7	7	1,700		
	Laing, Maybelle Margt.	B.A., Queen's		1913	1	3			750
Ripley, 10 Huron	Willoughby, Annie J.			1911	3½	5	1,000		
	Elcoat, Hazel (Interim)			1913	½	1½			700
Rodney	Mott, R. Stella			1913	5	4	1,000		
	Wilson, Lizzie A. (Interim)			1914		1½			700
Russell, 2 Russell	Parr, Sarah E.			1912	5½	8	1,000		
St. George, 8 S. Dumfries	Green, Arthur E.			1894	19½	5	800		
Schomberg, 14 King	Dickson, Helen M.			1913	1½	3	800		
Shelburne	Cooper, Alex. B. *	B.A., Queen's		1910	11½	8	1,500		
	Clark, Mary			1910	2½	2			800
	Johnston, Helena (Interim)			1913	2	½			800
Southampton	Keeling, W. Lorne †. (Interim)			1913	1½	½	1,000		
	Kaye, Lydia M. (Interim)			1912	1½	1			750
Spencerville, 15 Edwardsburg	Mahon, Nellie L.			1912	2	4	1,000		
Springfield	McNabb, Finlay	B.A., Queen's		1913	1½	7	1,200		
	Eaton, Ethel C. (Interim)			1913	½	2			650
Stayner	Harris, J. Roy			1913	1	3	1,100		
	Grieve, Helen M. (Interim)			1912	1½				725
Stella, 1 Amherst Island	Hiscock, Reta	B. A., Queen's		1914	3		800		
Stouffville	Summers, Christopher			1913	3½	5	1,150		
	Montgomery, Mayme I. (Interim)	B.A., McMaster		1912	1½				750
Sturgeon Falls	Baker, Pearl			1912	1½	4½	1,000		

* High School Principal's Certificate. **Endorsed for Principalship of Grade B or Grade C Continuation School.
†Temporary qualification as Principal.

List of Principals and Assistants of Continuation Schools, January 1914.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate.)	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Sutton	Stewart, E. Margaret	B.A., Queen's		1912	2½	2½	1,000	.....	.....
Tamworth	Pickering, John Robert	.....	.....	1912	4½	2	1,100	.....	.....
	Eastcott, Edna V.	.....	.....	1914	.....	4½	.....	.....	600
Tara	Gilmour, Allan	B.A., Queen's	.....	1911	8	4½	1,100	.....	.....
	Carrothers, E. Valerie ..(Interim)	M.A., West.	.....	1913	½	1	.....	.....	750
Tavistock	Lawrence, Jessie F. ..(Temporary)	.....	.....	1914	.....	....	1,000	.....	.....
	Kennedy, Elizabeth C. ..(Interim)	.....	.....	1914	.....	2	.....	.....	700
Teeswater	Thompson, Harry C.	.....	.....	1912	1½	3	1,000	.....	.....
	Guilfoyle, Annie .....(Interim)	.....	.....	1912	3½	1	.....	.....	700
Thamesville	Eckhardt, Jessie .....**	B.A., McGill	.....	1912	3	2	1,000	.....	.....
	Horan, J. Cecilia	.....	.....	1912	1½	2	.....	.....	650
Thessalon	Burchill (Mrs.), Jean S.	.....	.....	1911	9½	10	950	.....	.....
	Grindell, Winnifred M. .(Interim)	.....	.....	1912	1½	....	.....	.....	800
Thornbury	Lawr, Melvin	.....	.....	1911	4½	3	1,200	.....	.....
	McTaggart, Clara	.....	.....	1910	4	7½	.....	.....	700
Tilbury	Douglas, Adam Cunningham	.....	.....	1912	1	2½	1,000	.....	.....
	Perry, Gertrude M.	.....	.....	1911	3	2	.....	.....	750
Tottenham	Clarke, Frank B.	.....	.....	1911	10½	6	1,100	.....	.....
	Mitchell, Grace Lillian ..(Interim)	.....	.....	1913	½	....	.....	.....	600

Tweed	Hanna, Ella			1913	3½	4½	1,000		
	Smith, Annie A.			1912	1½	3½			800
Wallaceburg	Dickenson, Edgar Urwin *	B.A., Tor.		1904	12½		1,350		
	Bentley, Annie Elizabeth (Int.)	B.A., Queen's	Fr. and Ger.	1913	½				800
	Challinor, John Lewis (Interim)			1913	½			800	
Warkworth, 2 Percy	Davison, Jean M.	B.A., Queen's		1913	1½	4	1,000		
	Redmond, Josephine (Interim)	B.A., Queen's		1914		1			800
Webbwood	Dunwoodie, Norma	B.A., Queen's		1913	3	5	1,000		
West Lorne	Hull, Bessie Ross			1913	5	2½	1,200		
Westmeath, 2 Westmeath	Norton, M. Maud			1912	2	10	1,100		
Westport (R. C. Sep. Sch.)	Sister St. Andrew (McIntosh, Catharine)			1888	25		600		
Westport	Taggart, Burton C.	B.A., Queen's		1913	½	2½	1,000		
	Millar, Maude E. (Interim)			1913		½			675
Wheatley, U. 4 Romney	Harvey, John Irvine			1912	2½	4½	1,200		
Wolfe Island, 4 Wolfe Island	de Carle, Jessie MacDonald † (Int.)			1913	½		650		
Wroxeter	Dell, Bertha			1912	5	1	900		
	Bambridge, Verna (Interim)			1913	½	1			600

*High School Principal's certificate. †Temporary qualification as Principal.

**Endorsed for Principalship.

SUMMARY, CONTINUATION SCHOOLS, JANUARY, 1914

Number of Schools, Sex and Number of Teachers, and Percentages

Schools

Three-teacher Schools	9
Two-teacher Schools	75
One-teacher Schools	41
Number of Schools	125
*Decrease for the year	13

Teachers

Gentlemen	69
Ladies	149
Total	218
Decrease for the year	8

Percentages

January, 1914: Gentlemen, 31.65; Ladies, 68.34
January, 1913: Gentlemen, 34.95;, Ladies, 65.04
January, 1912: Gentlemen, 39.44; Ladies, 60.55

Salaries

Highest Salary, Principals	$1,800
" " Male Assistants	1,400
" " Female "	900
Average Salary, Principals	1,082
Increase for the year	41
Average Salary of Assistants	744
Decrease for the year	1
Average Salary, Male Assistants	917
" " Female "	732
Increase for the year, Female Assistants	13

University Graduates, Specialists, etc.

Graduates	39
Non-Graduates	179
Percentage of Graduates, 1914	17.88
" " 1913	22.12
Percentage of Non-Graduates, 1914	82.11
" " 1913	77.87
Specialists	1
Interim Specialists	3
Instructors in Agriculture	2

*Thirteen Continuation Schools were made High Schools in 1913.

APPENDIX W

PUBLIC LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

Report of Walter R. Nursey, Inspector of Public Libraries, Scientific Institutions and Literary and Scientific Societies in the Province of Ontario for the Year 1913, with the Statistics of 1912

To the Honourable R. A. Pyne, M.D., LL.D., M.P.P.,

Minister of Education, Province of Ontario.

Sir,—I have the honour to submit herewith the report on the Public Libraries receiving a share of the Legislative Grant for the year ended 31st December, 1912, also showing the Legislative Grants paid in 1913, together with the Grants paid to Scientific Institutions and Literary and Scientific Societies, and additional information, tabulated and otherwise, showing the progress made in library extension in the Province.

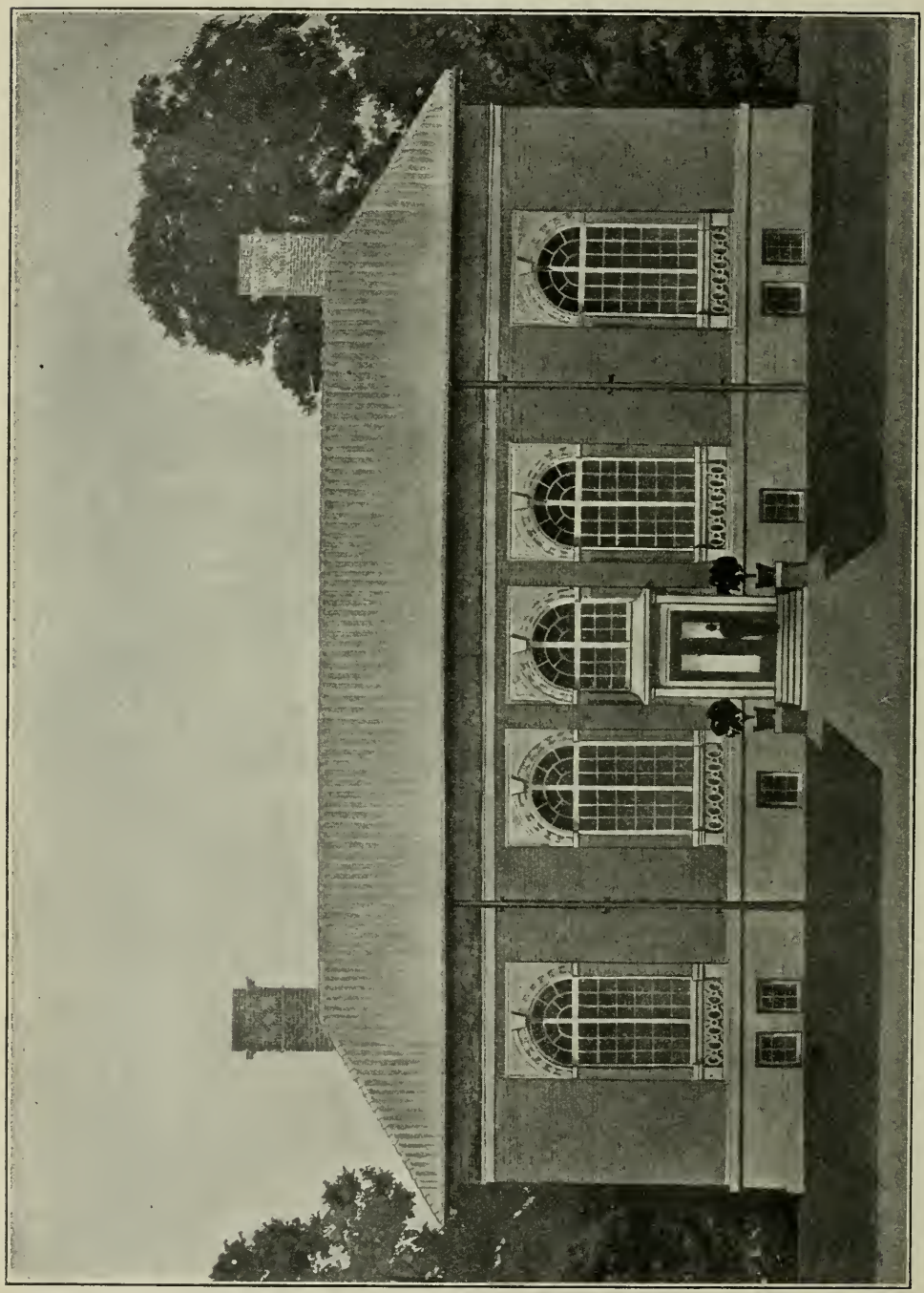
I have the honour to be,

Sir,

Your obedient servant,

Walter R. Nursey,

Inspector of Public Libraries, etc.



Dovercourt Branch Library, Toronto

WORK OF THE INSPECTOR'S BRANCH

Owing to the systematic strengthening of the hands of the Inspector of Public Libraries by the Minister of Education, and by reason of the practical interest taken by him and the Deputy Minister, a story of unbeaten progress in Canadian library work has been made possible during the year just ended. In no other year, not forgetting 1912, which established a record, has there been displayed so great an interest, such exceptional activity among library workers, and such a development of the "forward movement" instituted by the Minister in 1909 as has marked the passage of the year 1913. Without exception, every concession and privilege possible to confer under an elastic interpretation of the Act has been extended to every clamant library board seeking aid, which, if not always in the shape of money, has in almost every instance been more than represented by some practical equivalent.

While in individual cases some pressing hardship could not be obviated, or the situation improved, the general satisfaction in respect to the active co-operation of the Department and the value of the guiding hand when vexed problems confronted, or the situation seemed hopeless, has found expression in oral tributes or letters of appreciation. The correspondence of this office is one-third greater than last year, and the consequent obligations and responsibilities daily compounding.

Many of those libraries that were "down and out," some that had not reported for even seven or eight years, have been re-discovered and brought back into the fold and equipped to qualify for rank on the active list, having been reorganized upon what may be regarded as an enviable and permanent footing. There are, of course, "rifts in the lute,"—perpetually blue sky becomes monotonous. Difficulties serve to develop determination, and out of the official rebuke sometimes inevitable, there has in most cases been created a fixed resolve to achieve.

A grand final effort will be made this year to adjust the position of the few old libraries referred to, that some years since ceased to report, and either arrange for their reorganization or, where they are absolutely dead, close them up. The books of these libraries should in part be donated (as has been done in many instances) (1) to active libraries still struggling, (2) to other worthy institutions, or (3) added to the stock-list of the Travelling Libraries if their condition warrants and their antiquity is not too great.

With the new books accessioned this year the number now available for circulation through the Travelling Library System is over 15,000. The great work that these circulating libraries are accomplishing can only be estimated by reference to subsequent pages of this report. Had it not been that the official who had charge of the circulating of these was transferred to another office, and his place not refilled for seven months, a "record" could have been established. As it is, Mr. Sinclair's efforts, who came in at the eleventh hour, greatly helped the situation. The present accommodation for the carrying on of this work, namely, the vaults, is wholly inadequate and hygienic conditions bad.

In the pages that follow the fullest information has been embodied on every branch and phase of the work of the Inspector's office. The articles must speak for themselves. Space forbids further reference. I have this year presented some library facts of the work being prosecuted by other Provinces. Besides the related intrinsic value of these facts, they are encouraging by contrast. It is helpful to know that the methods in use and the work accomplished in Ontario are everywhere referred to as a pattern worthy of admiration and imitation, while from across the Atlantic and Pacific seas similar congratulations have been received.

From communities in the Western Provinces letters are streaming in begging information as to our procedure in establishing public libraries. Even our library brother workers in the United States, and their library press, are pointing with appreciation, not without some astonishment, to our successful advance. In almost every respect the policy and liberality of the legislature and the government are quoted as models. In the State of New York the annual state aid to libraries has been reduced twenty-five per cent. yearly, a now admitted blunder. To meet the natural growth of library demands in Ontario some increases to the present legislative appropriations are necessary.

The outstanding features of the year's efforts have been the prominence given to Children's work, the co-operation of the public school with the public library, the development and popularity of the library institutes, emphasized by the creation of another institute—No. 15—that of Toronto; the growing approval and adoption of a uniform system of classification, with the loud call for the services of the cataloguer; the cry for the introduction of the County System and the steady increase of interest in library work by men of affairs.

In respect to the County System, I believe that subject to some well-thought-out and modified plan to suit provincial conditions it has much to commend it, but, as is the case in other new departures from existing systems promulgated by enthusiasts, it would be well to wait for a verdict from the people at large, who require educating upon the subject before its adoption would be justified. If practicable it might be "tried out" in some one county.

In reference to the question of closer relations between the public school library and the public library, which on the initiative of the public library is rapidly developing, I have in preparation a special report for the Minister.

Some one has asked what is the relation between the threshold and the door-mat? "One step farther." So with the public school and the public library. This forward step has already been taken by this branch of the Department co-operating with the Ontario Library Association.

Careful study of certain resolutions passed at the various Institutes and reproduced on pages 787-790 indicates the practical interest now thoroughly aroused throughout the Province in every phase of library work and incidentally the appreciation of the active campaign carried on by the Minister.

One most interesting feature of this report are the tables showing (1) the circulation in detail of all books in every library in the Province, reporting both Fiction and Non-Fiction, with the Non-Fiction regularly classified. It is hoped that the practical information it gives will repay for the time and labour expended. No attempt has hitherto been made to collect such figures. It offers a splendid foundation for future reference. (2) The other of these two tables shows all townships without libraries. and the distance from and location of the nearest library.

Notwithstanding the work accomplished, there is no shred of assumption that our efforts are over. It is wholly recognized that after all we are only at the gate that leads to complete library extension.

Over the portal-archway that connects the corridor from the main building of the Parliament Buildings with the office of the Inspector of Public Libraries is carved this legend,

"A Place Where Mind and Soul Learn Freedom's Ways."

I daily find myself wondering what covert reference or bearing this bit of philosophy may have to the working ambitions of the staff of this office. I would add that were it not for the faithful and efficient work of this staff no such record of apparent success could have been possible.

PUBLIC LIBRARIES THAT DID NOT REPORT FOR 1912

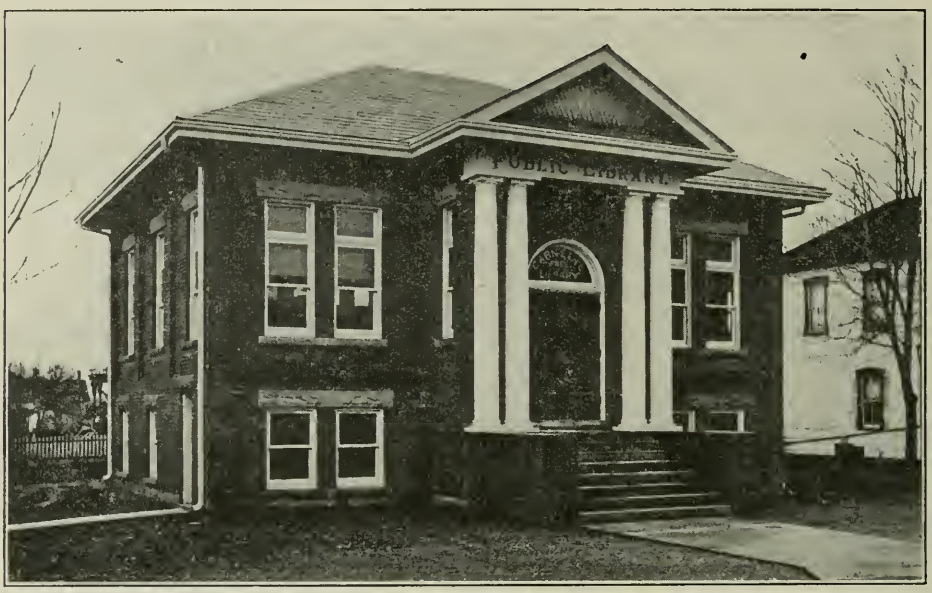
List of Public Libraries, Free and Association, alphabetically arranged, that did not report in 1913 for 1912, in compliance with the Public Libraries Act of 1909

Name of Library	County	Township
Abingdon	Lincoln	Caistor
Bloomsburg	Norfolk	Townsend
Bradford	Simcoe	Gwillimbury W.
Burford	Brant	Burford
**Caledonia	Haldimand	Seneca
Camden East	Lennox and Addington	Camden East
Clarksburg	Grey	Collingwood
Cookstown	Simcoe	Tecumseth
**Corkery	Carleton	Huntley
Dalhousie	Lanark	Dalhousie
Dryden	Thunder Bay	Unorganized
**Dutton	Elgin	Dunwich
**Easton's Corner	Grenville	Wolford
Elphin	Lanark	Sherbrooke N.
Emsdale	Parry Sound	Perry
Glencoe	Middlesex	Ekfrid
Haileybury	Nipissing	Bucke
Inglewood	Peel	Caledon
**Little Current	Algoma	Howland
Lucknow	Bruce	Kinloss
Lynden	Wentworth	Beverly
**Markham	York	Markham
Middleville	Lanark	Lanark
New Durham	Brant	Burford
Trenton	Hastings	Sydney
Sparta	Elgin	Yarmouth
Strathcona (Napanee Mills)	Lennox and Addington	Camden East

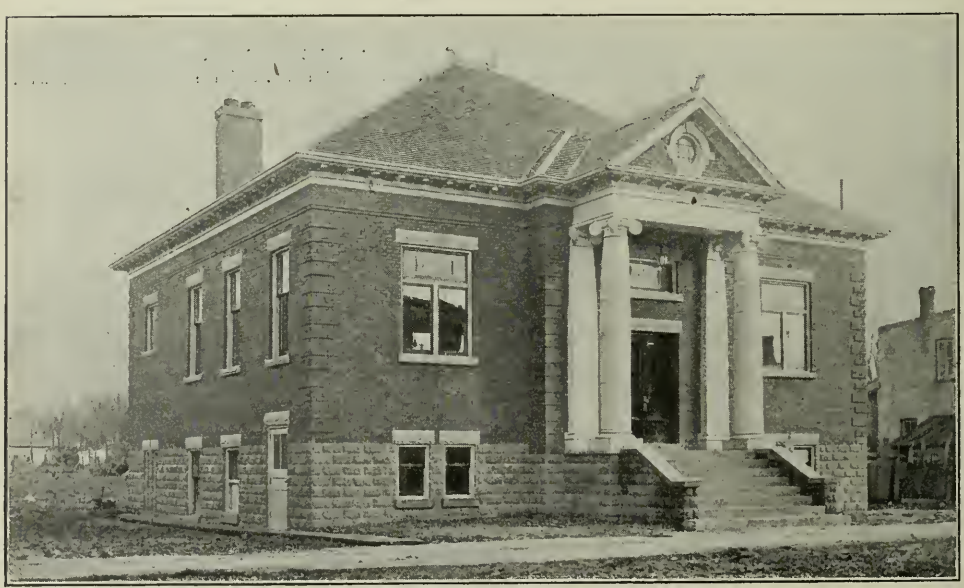
NOTE.—Libraries marked with two stars (**) have not reported for TWO years and have been removed from the list. Dalhousie did not report for 1912 until December 27th, 1913.

IMPORTANT

Members of Library Boards are again reminded that a library once having received a Government grant, and having failed to render an annual report to the Department for TWO consecutive years "effects a dissolution of the corporation and the Minister of Education may take possession of all its books, magazines and periodicals and dispose of the same as he may deem proper."—*See Sec.* 29, *sub-sec.* 1, *Public Libraries Act,* 1909.



Watford Public Library



Mount Forest Public Library

THE SMALLER PUBLIC LIBRARY

Of the seventy-two libraries that earned less than $25.00 as a Government grant in 1912—paid in 1913—twenty-seven had either less than fifty adult members, did not know how many they had, or would not give the number. The minimum number of members necessary under the Act, to qualify as a public association library, is fifty of adult age. After this the extent of any grant allotted a library rests upon its own exertions. Of the above libraries one had to be closed. The lives of seventeen were spared, as they were either reorganizing, or reported that their membership through renewed activity was rapidly increasing. Those, however, that fail in their efforts—which will be known by the annual reports for 1913—will have to bow to the provisions of the Act. The greatest consideration has been extended. Both the letter and the spirit of the law have been stretched to the limit. Those other libraries of the seventy-two that had the requisite number of members either exacted too little as members' fees, or had made no effort to secure a municipal grant, and consequently, with few exceptions, had barely sufficient to meet current expenses, leaving little for the purchase of books. Hence, they could only earn a small Government grant. It has to be remembered that under the Act grants can only be paid:—

(1) On the purchase of books and periodicals.

(2) On the keeping of the reading room open.

(3) Upon annual receipts, if they do not exceed $500.00.

(4) And in special cases where a library has shown activity in improving its position, but is temporarily short of the amount necessary to continue business, it can be allowed a "special grant" not to exceed $26.00, but this only where there is evidence of the library being able to re-establish itself, and not for the purpose of prolonging a hopeless struggle.

Resolutions were passed at the Niagara Library Institute at Dunnville "that the Government pay twenty-five ($25.00) dollars to all libraries in Ontario having an income of less than $500.00 a year." The Act already provides (Section 23) that any library with an annual income of less than $500.00 can get a grant on its income on the following sliding scale:—

(*c*) Where the total annual receipts are less than $25.00—$5.00.

(*d*) Where the total receipts, etc., are over $25.00 and less than $100 00—$10.00.

(*e*) Where the total receipts are over $100.00 and less than $200.00—$15.00.

(*f*) Where the total receipts are over $200.00 and less than $500.00—$20.00.

These payments are additional to any grant of 50 per cent. and 45 per cent. on books of Non-Fiction and Fiction, or on account of an open Reading Room, but this latter can only be paid out of any residue of the Legislative appropriation after the payments called for under Sub-section 1, Section 23, have been satisfied.

The residue with few exceptions has been ample to meet this demand. If a "flat" amount of $25.00 was paid to every library with an income of less than $500 00, it would require $6,150.00 additional and entail special legislation, there being 47 free libraries and 199 association libraries whose incomes are less than $500.00.

The wants of deserving struggling libraries are already provided for to the extent as explained above.

The principle of paying every library a "fixed" amount does not appeal to me. The appropriation is voted, not as an out and out contribution, a fixed unchangeable annual payment, no matter what the exact financial position of any one library may be, whether it is doing much or little, in its own behalf,—but the payments are based upon "results" as reported in each individual case. These annual legislative grants were not intended to "*maintain*" libraries, but "*to aid them*" in their efforts. The primary responsibility for the maintenance of any library rests with the community itself. The Government does its part generously and sensibly by helping those who help themselves. There is a growing tendency among some library trustees to shut their eyes to their own library obligations. There are those who are always insistent upon obtaining government bounty while contributing little themselves, forever looking to the Government for relief. The proposal of the good people in the Niagara Institute District lacks business principle. It would be obviously inconsistent to pay a fixed amount of $25.00 yearly to one library with an income of, say, $499.00, and precisely the same amount to another with an income of only $49.00, without any consideration as to what each of these had respectively done to help itself.

If a community with a full knowledge of the requirements of the Act wants a public library, it must be prepared to contribute its proper share of the cost and earn the government grant. If it cannot or will not do this, it must submit to the wise requirements of the Act, and in so doing end its existence and sacrifice its books.

The Government, however, has made provision for just such emergencies—those of a community with a closed library, who still remain booklovers, can have their needs supplied by Travelling Libraries loaned to them practically free of cost by the Depart-

ment. The further extension of the Travelling Library System will meet the difficulty. Strange as it may seem the struggling library is the last to take advantage of this opportunity.

Frequently the decline in income of a small library is due to its purchase of more books of fiction than non-fiction, in some cases almost all fiction. Hence, the sometime smallness of the Government grant.

The inestimable privilege of reading should not be abused. Education is not advanced nor the individual uplifted by a diet of "thrillers." Experience proves that those libraries that surrender to the demands of the fictionist have but an ephemeral existence. The decline and fall of most of these is usually traceable to this disease.

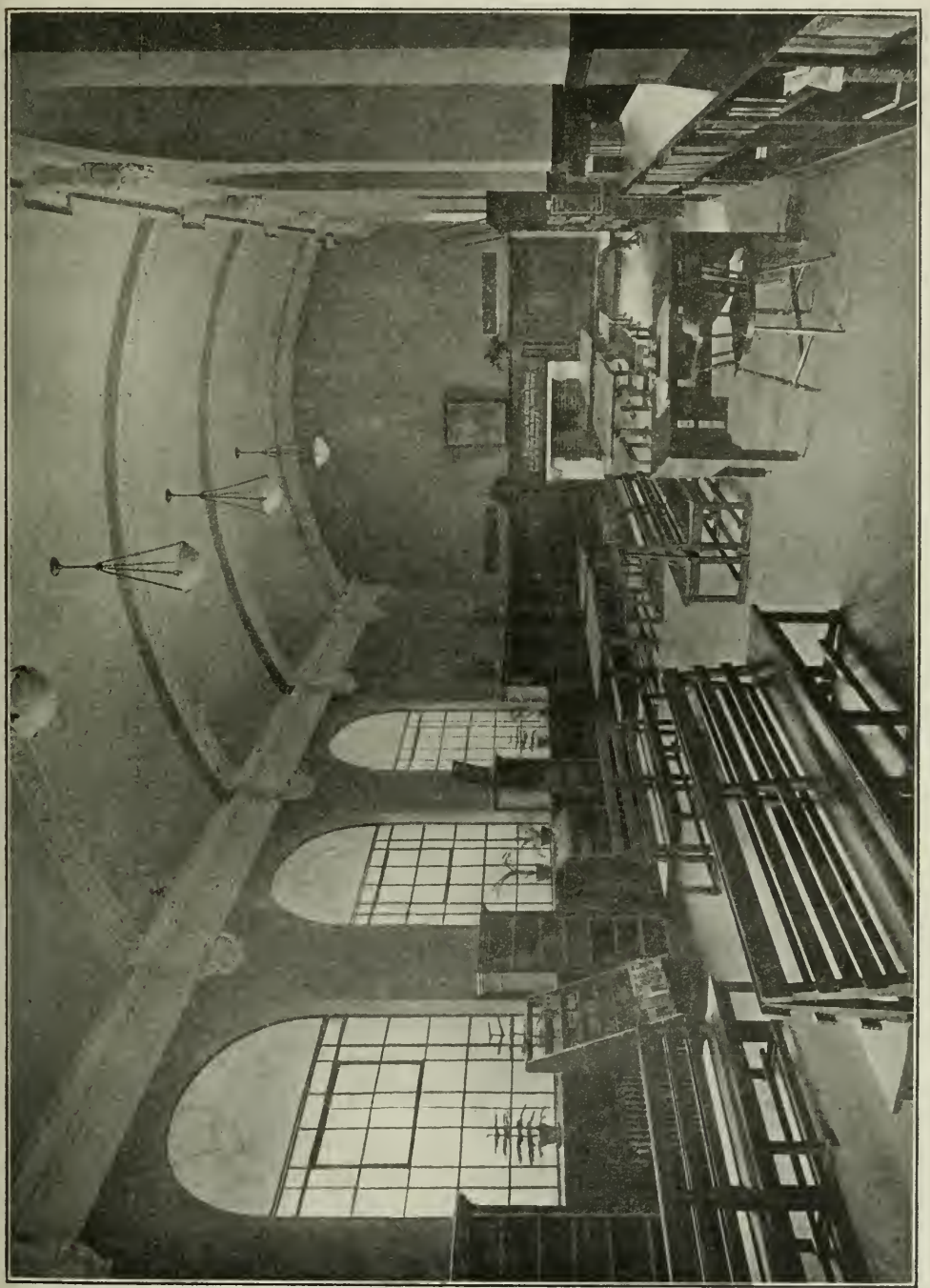
We are suffering from an epidemic of too many so called "human documents." Every man or woman "with a pain" wants to write a "human document." We are living in a remarkable age. It is obviously "up to some of us" to try and stem the turgid stream of impossible print which is polluting the pleasant pools of pure literature. Such books should be quarantined.

The world is in great need of critical captains of literature to chart this new ocean of obnoxious fiction and hoist the red flag. We want more courageous publishers and booksellers who will be morally strong enough to resist flagrant tales and willing to forfeit the tempting profits to be made on the sale of malodorous stories. Let them salve their consciences by circulating uplifting "documents." Let us be students—if you will—of "new thought," but not blind disciples. On the other hand there is the danger of becoming hysterical, and banning books upon which the embargo might well be raised.

HISTORICAL, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

The following Historical, Literary and Scientific Institutions, etc., duly reported according to the requirements of the Act, and received the undermentioned grants during the fiscal year ended October 31st, 1913.

Name of Institution	Grant Paid
	$ c.
Brant Historical Society	100 00
Elgin Historical and Scientific Association	100 00
Essex Historical Society	100 00
Huron Institute	100 00
Kent Historical Society	100 00
Kingston Historical Society	100 00
L'Alliance Francaise, Ottawa	200 00
Lennox and Addington Historical Society	100 00
Lundy's Lane Historical Society	200 00
London and Middlesex Historical Society	100 00
Niagara Historical Society	150 00
Ontario Historical Society	800 00
Simcoe County Pioneer and Historical Society	100 00
Thunder Bay Historical Society, Fort William	100 00
Wentworth Historical Society	100 00
Women's Canadian Historical Society of Ottawa	200 00
Women's Canadian Historical Society of Toronto	100 00
Women's Wentworth Historical Society	300 00
Hamilton Scientific Association	400 00
Canadian Institute	1,500 00
Club Litteraire Canadien Francais, Ottawa	200 00
L'Institut Canadien Francais d'Ottawa	200 00
Ottawa Field Naturalists' Club	200 00
Royal Astronomical Society, Toronto	600 00
Society of Chemical Industry	200 00
Ontario Library Association	400 00
Reading Camp Association	700 00
St. Patrick's Literary Association of Ottawa	200 00
Canadian Free Library for the Blind	500 00



Dovercourt Branch Library, Toronto.
Interior, showing Children's Room
The inscription above the fire-place reads as follows:—"If you make the children happy, you will make them happy twenty years hence by the memory of it."

FREE PUBLIC

TABLE A—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, Grants paid in 1912

Number	Public Libraries FREE	Receipts				Expenditure	Balance on Hand
		Legislative Grants paid in 1912	Municipal and County Grants	Borrowers' Tickets, Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	Acton	101 54	332 10	173 26	606 90	407 08	199 82
2	Ailsa Craig	15 00	75 00	256 56	346 56	250 75	95 81
3	Amherstburg	92 17	550 00	1,777 55	2,419 72	2,310 01	109 71
4	Alton	43 12	15 00	88 60	146 72	112 95	33 77
5	Arnprior	43 34	100 00	66 41	209 75	176 65	33 10
6	Arthur	100 82	226 05	28 88	355 75	349 67	6 08
7	Aurora	35 84	200 00	276 39	512 23	452 81	59 42
8	Aylmer	174 03	500 00	156 76	830 79	830 79	.....
9	Ayr	77 50	190 00	288 64	556 14	520 70	35 44
10	Beeton	45 75	118 75	3 10	167 60	166 21	1 39
11	Belleville	260 00	1,900 00	466 79	2,626 79	2,450 67	176 12
12	Berlin	260 00	3,513 00	212 31	3,985 31	3,983 47	1 84
13	Bothwell	27 60	150 00	58 61	236 21	145 73	90 48
14	Bracebridge	115 60	861 09	130 41	1,107 10	1,101 10	6 00
15	Brampton	259 41	1,000 00	340 77	1,600 18	1,337 57	262 61
16	Brantford	260 00	4,986 00	727 56	5,973 56	5,973 56	.....
17	Brighton	58 69	200 00	14 85	273 54	273 54	.....
18	Brockville	260 00	1,200 00	161 11	1,621 11	1,620 84	27
19	Brussels	122 60	316 00	252 46	691 06	542 47	148 59
20	Burk's Falls	69 24	300 00	210 37	579 61	393 60	186 01
21	Caledon	27 97	15 00	63 03	106 00	88 35	17 65
22	Campbellford	74 36	450 00	8,183 83	8,708 19	6,619 68	2,088 51
23	Cardinal	65 97	150 00	125 35	341 32	217 92	123 40
24	Carleton Place	144 03	350 00	167 84	661 87	486 36	175 51
25	Chatham	260 00	2,223 15	601 23	3,084 38	2,951 09	133 29
26	Chesley	99 74	230 00	209 48	539 22	379 53	159 69
27	Clifford	59 73	100 00	57 18	216 91	214 64	2 27
28	Clinton	232 94	325 00	414 02	971 96	751 88	220 08
29	Collingwood	241 14	1,860 00	385 33	2,486 47	2,467 66	18 81
30	Copper Cliff	78 94	200 00	50 29	329 23	328 19	1 04
31	Cornwall	119 93	800 00	26 37	946 30	866 83	79 47
32	Delhi	80 47	125 00	83 87	289 34	262 02	27 32
33	Deseronto	148 73	300 00	220 41	669 14	449 08	220 06
34	Drayton	94 90	150 00	193 17	438 07	303 41	134 66
35	Dundas	119 30	853 00	145 69	1,117 99	1,094 79	23 20
36	Durham	70 32	207 00	51 81	329 13	326 81	2 32
37	Elmira	123 21	325 00	257 04	705 25	524 70	180 55
38	Elora	74 45	283 30	485 23	842 98	835 71	7 27
39	Erin	44 67	75 00	11 42	131 09	125 16	5 93
40	Essex	107 61	368 00	56 05	531 66	524 62	7 04
41	Exeter	65 93	145 00	78 51	289 44	258 25	31 19
42	Fergus	104 10	459 50	560 10	1,123 70	1,082 50	41 20
43	Forest	45 05	591 63	204 85	841 53	816 81	24 72
44	Fort William	260 00	7,879 69	992 79	9,132 48	8,790 26	342 22
45	Galt	260 00	2,483 00	148 64	2,891 64	2,793 35	98 29
46	Gananoque	68 81	600 00	194 28	863 09	719 58	143 51
47	Garden Island	111 21	250 00	397 29	758 50	410 13	348 37
48	Georgetown	100 30	240 00	195 58	535 88	355 71	180 17
49	Goderich	141 67	900 00	617 58	1,659 25	1,249 36	409 89
50	Grand Valley	77 97	210 08	94 84	382 89	298 00	84 89
51	Gravenhurst	15 00	100 00	8 85	123 85	122 10	1 75
52	Grimsby	147 21	1,021 00	267 45	1,435 66	1,320 16	115 50
53	Guelph	260 00	3,200 00	528 40	3,988 40	3,966 71	21 69
54	Hagersville	58 40	168 13	175 33	401 86	240 38	161 48
55	Hamilton	260 00	26,850 00	84,009 01	111,119 01	104,248 38	6,870 63
56	Hanover	45 63	125 00	238 12	408 75	408 17	58

LIBRARIES

Books and Circulation, etc., for the year ending 31st Dec., 1912, showing Legislative and in 1913

Number	Maintenance: Rent, Light Heating and Caretaking	Maintenance: Salary of Librarian and Staff	Number of Borrowers	Number of Volumes in Library	Number of Volumes issued	Number of Newspapers and Magazines	Assets	Liabilities	Population	Legislative Grants paid in 1913
	$ c.	$ c.					$ c.	$ c.		$ c.
1	.....	77 75	350	3,331	6,767	.....	3,764 24	.....	1,760	92 65
2	2 00	30 00	161	2,697	3,664	.....	2,696 81	.....	*	116 87
3	72 93	224 00	685	5,977	14,723	30	9,485 38	.....	2,600	161 97
4	13 82	20 00	84	4,800	3,760	.....	5,121 60	.....	490	29 82
5	.....	75 00	207	3,025	2,997	.....	1,502 10	.....	*	53 80
6	122 37	52 50	89	3,105	2,303	12	2,256 08	.....	925	94 71
7	57 17	81 30	425	3,525	7,164	.....	4,001 42	.....	2,000	65 13
8	130 00	130 00	661	6,533	11,808	27	5,730 00	62 64	2,200	194 30
9	98 74	105 00	357	4,356	7,268	24	2,491 04	.....	835	158 33
10	43 75	25 00	98	2,339	1,117	.....	860 62	.....	720	57 99
11	475 20	951 00	2,362	6,399	31,579	53	45,176 12	.....	10,858	260 00
12	422 47	2,137 00	1,954	12,086	34,925	104	50,965 39	.....	16,917	260 00
13	4 50	62 00	180	2,416	3,698	.....	1,915 48	.....	700	37 24
14	259 80	400 00	425	4,466	5,772	32	14,154 50	.....	2,776	171 92
15	259 86	438 00	764	6,508	22,938	49	4,062 61	.....	3,500	252 41
16	669 60	2,975 50	5,416	26,153	106,473	133	56,500 00	93 79	25,337	260 00
17	46 80	110 00	295	3,707	5,510	22	1,871 85	25 84	1,500	64 05
18	188 33	818 50	2,652	12,889	19,639	65	23,600 27	121 96	9,372	198 45
19	167 85	123 75	238	4,151	6,046	28	10,148 59	.....	1,200	75 72
20	110 00	100 00	371	3,011	3,259	12	1,286 01	.....	1,025	97 01
21	.....	48 30	60	3,840	1,468	.....	3,002 28	.....	750	32 13
22	80 00	100 00	288	3,802	11,292	25	12,318 51	2,012 61	3,100	86 04
23	54 00	48 75	200	5,241	3,016	11	1,280 40	.....	1,200	68 47
24	.....	204 00	450	6,116	9,786	28	4,175 51	.....	3,709	114 74
25	334 15	1,389 50	1,321	8,360	29,162	75	29,133 29	.....	11,333	260 00
26	60 00	125 00	187	3,200	4,396	18	1,409 69	.....	1,763	106 26
27	40 85	50 00	360	4,321	3,634	.....	2,992 12	.....	1,000	51 80
28	103 85	215 92	511	6,535	16,011	46	13,220 08	.....	2,300	174 26
29	396 11	880 00	660	7,610	16,099	47	25,618 17	160 66	7,507	260 00
30	.....	52 00	283	1,707	1,417	.....	1,120 15	.....	3,300	71 78
31	90 51	384 25	901	5,884	15,391	62	13,143 04	.....	6,478	137 99
32	.....	125 00	148	1,862	2,353	11	1,550 69	.....	900	75 18
33	.....	160 00	505	6,508	17,064	17	4,145 06	.....	2,220	146 40
34	37 79	100 00	315	3,355	5,257	14	2,029 66	.....	800	95 57
35	92 31	683 15	923	7,419	21,305	33	15,283 20	10 00	4,300	117 96
36	117 03	110 00	296	4,174	5,327	30	11,452 32	.....	1,600	64 58
37	89 42	60 00	400	3,495	5,985	23	3,031 72	.....	1,902	185 91
38	131 07	100 00	394	8,177	8,214	21	7,007 27	40 00	1,220	92 38
29	.....	40 00	167	2,502	3,746	.....	1,890 58	.....	510	43 90
40	113 90	129 00	300	3,145	5,164	23	2,407 04	.....	1,300	162 12
41	.....	125 00	325	4,888	9,554	27	2,556 19	.....	1,600	70 39
42	118 56	265 50	542	5,509	6,102	43	13,861 20	276 15	1,600	109 87
43	160 75	200 00	*	*	*	17	8,924 72	157 50	1,550	134 35
44	305 34	2,758 50	3,000	8,775	47,399	152	75,342 20	616 62	22,884	260 00
45	347 62	1,094 29	3,000	9,134	46,315	67	35,598 29	1,000 00	11,126	260 00
46	278 26	196 94	573	3,804	14,263	43	2,543 51	150 00	4,000	92 58
47	124 88	75 00	77	6,145	1,173	37	4,822 51	.....	125	125 30
48	66 90	108 30	450	3,448	8,065	22	3,013 75	.....	1,743	100 66
49	345 59	340 00	700	5,619	16,348	43	12,509 89	.....	4,774	226 24
50	84 00	50 00	247	4,459	4,250	23	2,184 89	.....	790	88 32
51	.....	90 00	152	2,614	4,978	.....	1,401 75	27 14	2,300	22 46
52	126 10	467 33	1,600	5,171	16,080	33	15,115 50	313 65	1,800	110 87
53	581 50	1,325 86	2,444	16,981	52,974	99	40,742 69	.....	15,330	260 00
54	86 66	60 00	183	2,162	3,178	4	2,261 48	.....	1,110	46 48
55	2,131 82	9,051 14	2,000	46,100	305,753	366	285,609 25	68,243 26	88,918	260 00
56	11 25	130 00	139	1,579	4,481	16	12,948 74	43 72	2,860	62 44

*Not reported.

FREE PUBLIC

TABLE A—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, Grants paid in 1912

Number	Public Libraries FREE	Receipts				Expenditure	Balance on Hand
		Legislative Grants paid in 1912	Municipal and County Grants	Borrowers' Tickets, Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
57	Harriston	114 83	225 00	253 25	593 08	558 49	34 59
58	Hensall	57 25	114 46	65 38	237 09	203 07	34 02
59	Hespeler	158 01	300 00	159 28	617 29	427 37	189 92
60	Ingersoll	160 05	1,050 00	308 60	1,518 65	1,267 12	251 53
61	Kemptville	111 25	216 00	65 00	392 25	331 76	60 49
62	Kenora	74 64	700 00	353 86	1,128 50	974 37	154 13
63	Kincardine	95 87	530 00	56 46	682 33	623 40	58 93
*64	Kingsville	.....	.....	.....	.....	.....	.....
65	Lakefield	101 07	121 90	7 14	230 11	228 19	1 92
66	Lanark	31 26	.....	163 49	194 75	125 64	69 11
67	Lancaster	64 64	50 24	334 46	449 34	202 93	246 41
68	Leamington	57 98	550 00	5,800 89	6,408 87	6,110 97	297 90
69	Lindsay	260 00	1,433 62	566 63	2,260 25	1,810 56	449 69
70	Listowel	80 99	500 00	175 76	756 75	633 95	122 80
71	Little Britain	44 36	50 00	105 84	200 20	113 75	86 45
72	London	260 00	12,064 00	1,404 74	13,728 74	13,634 04	94 70
73	Markdale	89 41	165 00	105 48	359 89	359 89	.....
74	Merritton	28 53	125 00	126 12	279 65	176 34	103 31
75	Midland	108 63	848 32	616 53	1,573 48	1,528 70	44 78
76	Millbrook	106 57	175 00	129 81	411 38	299 39	111 99
77	Milverton	65 06	200 00	66 62	331 68	331 68	.....
78	Mitchell	109 55	600 00	264 59	974 14	710 78	263 36
79	Mount Forest	123 96	370 00	468 81	962 77	462 00	500 77
80	New Liskeard	99 10	863 00	1,060 06	2,022 16	1,310 13	712 03
81	Newmarket	122 64	450 00	61 32	633 96	496 39	137 57
82	Niagara Falls	260 00	2,750 00	296 19	3,306 19	2,951 60	354 59
83	North Bay	114 36	600 00	50 31	764 67	747 17	17 50
84	North Toronto	89 22	1,500 00	288 56	1,877 78	1,875 27	2 51
*85	Oakwood	36 37	74 61	21 57	132 55	122 70	9 85
86	Orangeville	223 28	940 00	174 74	1,338 02	1,240 45	97 57
87	Orillia	177 92	1,610 00	1,075 92	2,863 84	1,842 02	1,021 82
88	Oshawa	176 78	1,100 00	219 46	1,496 24	1,482 42	13 82
89	Ottawa	260 00	15,000 00	917 31	16,177 31	16,075 31	102 00
90	Otterville	50 07	50 00	193 49	293 56	137 68	155 88
91	Owen Sound	194 02	1,589 00	125 55	1,908 57	1,097 60	810 97
92	Paisley	105 23	205 00	44 30	354 55	345 15	9 38
93	Palmerston	71 94	.....	770 76	842 70	840 13	2 57
94	Paris	131 08	868 92	295 77	1,295 77	1,134 89	160 88
95	Parkhill	15 00	25 00	98 36	138 36	83 20	55 16
96	Parry Sound	137 75	400 00	108 40	646 15	427 33	218 82
97	Pembroke	260 00	1,097 00	928 40	2,285 40	1,952 62	332 78
98	Penetanguishene	148 02	770 00	405 54	1,323 56	1,286 77	36 79
99	Perth	191 35	900 00	195 31	1,286 66	1,250 94	35 72
100	Peterborough	260 00	4,000 00	1,273 08	5,533 08	4,868 78	664 30
101	Picton	244 53	1,364 64	180 68	1,789 85	1,789 85	.....
102	Port Arthur	260 00	3,300 00	515 49	4,075 49	4,075 49	.....
103	Port Carling	53 61	156 49	68 55	278 65	204 93	73 72
104	Port Colborne	33 46	100 00	147 19	280 65	212 67	67 98
105	Port Elgin	104 34	555 10	257 26	916 60	878 46	38 14
106	Port Hope	240 90	611 10	42 00	894 00	894 00	.....
107	Prescott	133 87	250 00	100 69	484 56	467 95	16 61
108	Preston	167 98	865 21	1,650 76	2,683 95	1,990 95	693 00
109	Renfrew	57 45	300 00	265 18	622 63	542 11	80 52
110	Richmond Hill	67 42	100 00	56 59	224 01	205 53	18 48
111	Sarnia	260 00	2,303 31	1,098 40	3,661 71	2,671 81	989 90
112	Sault Ste. Marie	198 25	1,250 00	525 12	1,973 37	1,973 37	.....

*Report sent to Library for correction and not returned.

LIBRARIES—Continued

Books and Circulation, etc., for the year ending 31st Dec., 1912, showing Legislative and in 1913

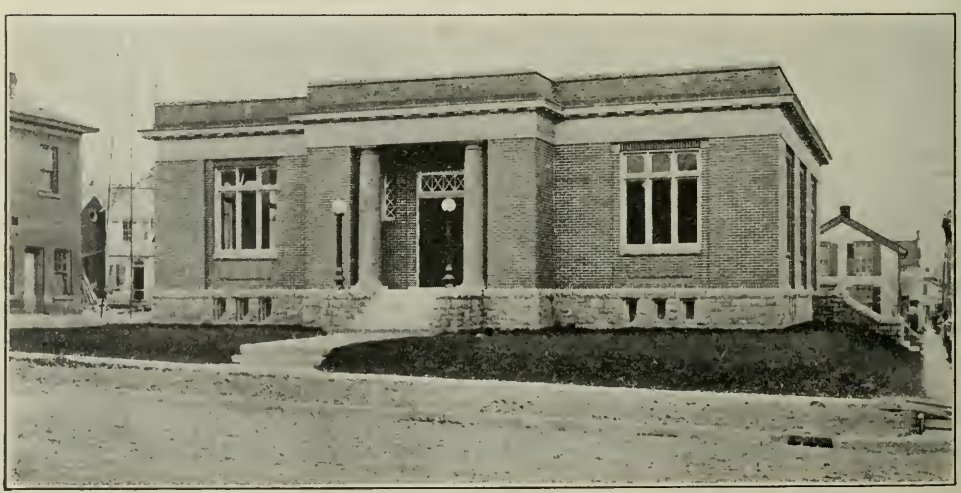
Number	Maintenance		Number of Borrowers	Number of Volumes in Library	Number of Volumes Issued	Number of Newspapers and Magazines	Assets	Liabilities	Population	Legislative Grants paid in 1913
	Rent, Light, Heating and Caretaking	Salaries of Librarian and Staff								
	$ c.	$ c.					$ c.	$ c.		$ c.
57	.....	135 00	514	3,547	7,370	35	12,134 59	.....	1,500	96 52
58	25 00	60 00	199	2,153	3,152	.....	1,837 00	.....	825	56 22
59	.....	250 00	481	4,430	10,323	26	2,939 92	.....	2,743	72 20
60	160 90	494 00	1,100	4,959	18,921	28	14,146 53	.....	5,081	187 89
61	66 60	115 00	383	2,759	8,594	24	2,435 75	18 00	1,204	77 09
62	480 00	90 00	350	3,904	8,436	.....	3,553 68	60 36	6,500	50 97
63	101 09	212 06	434	3,493	6,183	23	8,185 93	.....	2,504	77 04
64	.....	.....	.....	.....	.....	.....	.....	.....	*	95 30
65	.....	50 50	150	1,586	3,115	23	800 10	.....	1,410	112 68
66	15 00	35 00	161	2,269	3,577	.....	1,776 84	.....	710	30 04
67	34 00	26 00	218	3,840	3,212	9	5,216 47	.....	523	72 17
68	172 29	346 38	779	3,014	12,801	40	13,397 90	.....	3,000	194 79
69	285 72	695 30	1,172	7,300	27,338	71	16,567 00	67 73	7,244	240 98
70	200 33	260 00	600	4,036	9,639	10	12,122 80	.....	2,500	49 60
71	.....	65 00	48	2,484	1,341	16	2,233 70	.....	1,200	34 80
72	802 23	5,383 43	11,720	33,028	171,240	194	88,545 70	29,000 00	48,102	260 00
73	.....	90 00	171	3,773	4,415	19	2,900 00	12 79	1,000	130 96
74	.....	84 00	671	2,454	6,184	.....	1,862 02	.....	1,925	41 15
75	314 00	201 26	809	4,718	20,354	29	2,837 98	.....	4,500	119 97
76	54 30	60 00	291	2,513	6,793	27	2,086 99	200 00	800	101 29
77	69 45	117 00	143	2,326	3,616	9	2,083 37	17 97	900	60 22
78	117 40	369 50	292	5,163	11,605	22	5,963 36	.....	1,800	82 55
79	100 00	115 00	262	4,650	7,446	14	4,575 71	3 84	2,100	131 70
80	294 71	433 29	398	2,431	8,716	11	13,602 78	343 56	2,800	155 01
81	151 75	180 00	872	3,876	11,108	32	2,045 07	.....	3,350	71 24
82	194 92	1,485 00	1,659	10,065	33,680	49	28,954 59	.....	11,000	258 48
83	.....	320 00	780	3,377	10,856	18	3,117 50	.....	8,534	90 65
84	734 59	297 00	813	3,000	13,307	18	1,698 51	.....	6,000	219 85
85	.....	65 00	85	1,930	2,616	.....	1,271 67	65 00	250	23 78
86	332 52	360 00	575	5,374	2,626	49	18,897 57	.....	2,338	222 88
87	526 78	410 00	1,500	4,874	21,451	25	7,621 82	.....	7,300	240 11
88	445 04	501 01	1,400	19,023	17,166	40	5,763 82	.....	8,009	214 13
89	2,199 10	9,458 24	15,000	48,540	204,946	191	197,394 18	83,000 00	95,570	260 00
90	.....	24 00	120	1,281	680	1	917 01	.....	500	63 04
91	45	518 00	1,402	5,324	23,933	34	5,810 97	.....	12,557	176 77
92	19 25	144 00	225	5,492	6,692	23	3,564 38	.....	812	93 71
93	343 57	328 00	552	2,515	7,260	23	13,652 57	40 00	2,000	36 11
94	180 67	340 00	440	9,270	11,259	40	14,160 88	.....	4,149	166 01
95	.....	30 00	395	2,602	2,248	.....	1,582 16	.....	1,500	28 88
96	122 33	169 00	413	2,551	8,169	.....	1,960 00	.....	3,200	33 45
97	366 66	376 15	1,012	2,213	17,148	44	3,920 78	6 86	5,852	260 00
98	230 15	450 00	648	5,093	12,297	26	18,339 59	.....	3,600	229 48
99	305 04	370 82	812	3,726	16,430	41	15,760 72	41 68	3,500	133 20
100	599 20	2,099 77	3,054	12,696	52,327	85	37,164 30	345 48	20,000	260 00
101	261 02	757 00	1,375	5,623	20,564	43	16,530 00	74 02	3,500	260 00
102	440 00	1,649 41	2,094	6,251	46,634	62	19,413 59	.....	15,654	260 00
103	.....	95 00	85	2,106	1,507	17	997 72	.....	330	59 88
104	.....	75 00	316	2,787	6,434	.....	2,061 65	.....	*	71 28
105	195 22	378 25	556	4,587	10,624	19	11,838 14	.....	1,500	120 13
106	79 88	237 00	625	5,578	11,247	43	5,000 00	.....	5,089	260 00
107	.....	159 35	642	7,105	13,911	26	5,166 61	.....	2,735	127 46
108	169 94	558 00	1,016	7,933	16,113	49	19,893 00	.....	4,500	97 06
109	60 75	75 00	285	2,750	5,414	40	2,655 52	97 31	3,800	176 05
110	40 00	60 00	85	3,807	3,224	20	1,808 48	7 00	725	71 99
111	330 47	1,191 93	2,740	9,418	32,991	65	29,657 75	56 83	10,000	260 00
112	242 73	622 65	700	3,439	28,600	38	3,006 00	.....	15,000	251 22

*Not reported.

FREE PUBLIC

TABLE A—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, Grants paid in 1912

Number	Public Libraries FREE	Receipts				Expenditures	Balances on Hand
		Legislative Grants paid in 1912	Municipal and County Grants	Borrowers' Tickets, Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
113	Seaforth	128 04	375 00	526 54	1,029 58	925 23	104 35
114	Shelburne	117 49	450 00	178 53	746 02	580 40	165 62
115	Simcoe	252 61	1,037 79	539 19	1,829 59	1,808 62	20 97
116	Smith's Falls	218 89	1,100 00	115 60	1,434 49	1,434 49	.....
117	Stayner	24 35	85 00	36 04	145 39	76 85	68 54
118	Stirling	55 80	120 00	230 84	406 64	237 25	169 39
119	Stouffville	93 03	185 00	92 50	370 53	322 23	48 30
120	Stratford	259 59	2,000 00	472 12	2,731 71	2,509 76	221 95
121	Streetsville	90 16	25 00	50 63	175 79	77 98	97 81
122	St. Catharines	260 00	3,000 00	454 63	3,714 63	3,457 68	256 95
123	St. Mary's	167 10	800 00	198 57	1,165 67	877 05	288 62
124	St. Thomas	260 00	2,800 00	590 78	3,650 78	3,327 31	323 47
125	Tara	68 91	155 00	147 57	371 48	205 25	166 23
126	Thorold	98 71	600 00	342 40	1,041 11	920 21	120 90
127	Tillsonburg	130 93	700 00	39 45	870 38	790 05	80 33
128	Toronto	260 00	85,700 00	31,875 22	117,835 22	91,572 26	26,262 96
129	Uxbridge	46 21	275 00	337 71	658 92	658 92	.....
130	Walkerton	91 52	446 59	87 49	625 60	539 51	86 09
131	Walkerville	258 00	2,160 47	2,193 65	4,612 12	3,195 56	1,416 56
132	Wallaceburg	140 74	837 80	410 60	1,389 14	844 40	544 74
133	Waterloo	260 00	1,325 00	186 78	1,771 78	1,771 78	.....
134	Watford	108 20	196 00	140 93	445 13	422 02	23 11
135	Weston	83 74	250 00	34 61	368 35	254 25	114 10
136	Whitby	74 69	255 00	163 11	492 80	355 14	137 66
137	Windsor	260 00	5,500 00	356 57	6,116 57	5,872 83	243 74
138	Wingham	256 30	595 00	159 95	1,011 25	937 00	74 25
139	Woodstock	260 00	2,400 00	196 91	2,856 91	2,856 81	10
140	Wroxeter	57 21	125 00	128 72	310 93	130 15	180 78
	Totals	18,344 01	251,190 94	171,590 34	441,125 29	385,849 50	55,275 79



Thorold Public Library

LIBRARIES—Continued

Books and Circulation, etc., for the year ending 31st Dec., 1912, showing Legislative and in 1913

Number	Maintenance: Rent, Light, Heating and Caretaking	Maintenance: Salaries of Librarian and Staff	Number of Borrowers	Number of Volumes in Library	Number of Volumes Issued	Number of Newspapers and Magazines	Assets	Liabilities	Population	Legislative Grants paid in 1913
	$ c.	$ c.					$ c.	$ c.		$ c.
113	.....	205 00	393	5,983	11,448	19	2,529 35	325 08	2,020	153 79
114	82 75	245 56	298	3,517	5,434	32	9,415 62	.....	1,200	103 66
115	137 20	380 00	1,293	8,136	15,053	47	19,020 97	.....	4,000	194 27
116	312 59	480 10	1,559	5,933	21,256	45	19,200 00	3 86	*	249 14
117	10 35	60 00	340	2,160	4,724	.....	1,670 85	.....	1,025	15 00
118	22 93	50 00	312	1,441	4,197	.....	944 39	.....	900	80 04
119	14 00	133 75	496	5,220	9,911	27	4,898 30	.....	*	98 58
120	389 76	794 00	1,925	10,965	40,400	71	18,776 95	.....	15,076	260 00
121	32 35	.....	310	2,593	5,764	24	3,049 41	106 00	551	70 82
122	433 83	1,638 00	4,299	13,264	32,079	62	38,756 95	.....	15,000	260 00
123	110 76	400 00	800	7,529	19,120	39	11,288 62	930 00	3,555	164 56
124	538 42	1,496 25	1,448	13,140	71,715	73	11,725 70	.....	15,454	260 00
125	50 00	35 00	130	2,034	2,759	11	2,204 23	.....	545	62 38
126	235 65	154 00	685	6,101	6,205	19	6,346 53	.....	3,000	63 36
127	100 00	265 00	440	4,677	12,260	15	2,780 33	.....	2,800	166 79
128	5,634 10	37,261 18	29,780	218,939	784,117	1,196	936,262 96	.....	450,000	260 00
129	222 76	150 00	513	6,389	8,677	22	9,350 00	143 23	1,700	64 65
130	200 00	195 00	275	4,365	6,682	20	2,649 69	.....	3,200	60 25
131	466 72	991 00	804	6,225	22,917	51	11,113 53	.....	3,537	260 00
132	152 40	337 00	512	6,142	16,580	41	4,108 35	.....	4,000	92 31
133	240 40	554 20	955	9,377	15,054	68	9,999 23	54 90	4,508	260 00
134	106 48	120 00	335	3,537	7,118	22	1,623 11	.....	1,19[illegible]	109 80
135	.....	85 00	126	3,514	8,813	28	2,730 10	.....	1,82[illegible]	102 30
136	37 43	160 24	420	4,015	11,451	17	3,287 66	150 00	2,43[illegible]	69 76
137	476 09	1,998 12	1,686	20,878	56,255	81	55,079 49	.....	19,87[illegible]	260 00
138	114 50	219 00	839	4,952	12,631	59	3,174 25	.....	2,49[illegible]	256 32
139	417 16	968 00	1,368	9,397	40,415	59	28,999 73	3,841 97	10,136	260 00
140	10 00	50 00	146	5,195	2,115	.....	4,625 78	.....	366	31 60
	32,069 09	113,176 73	157,984	965,769	3,321,393	6,006	2,892,272 20	192,369 01	1,236,490	19,197 17

* Not reported.

Hamilton Public Library
Juvenile Room

PUBLIC LIBRARY

TABLE B—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, for the year ending 31st December, 1912, showing

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts				Expenditures	Balances on Hand
		Legislative Grants Paid in 1912	Municipal and County grants	Members' fees Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	Admaston	24 94	10 00	15 34	50 28	45 19	5 09
2	Alma	17 63	16 00	42 81	76 44	50 65	25 79
3	Almonte	76 39	.....	177 60	253 99	226 81	27 18
4	Angus	10 00	35 00	96 80	141 80	100 55	41 25
5	Arkona	31 93	35 00	69 50	136 43	102 31	34 12
6	Atwood	15 00	20 00	108 35	143 35	91 45	51 90
7	Auburn	35 97	35 00	134 72	205 69	130 82	74 87
8	Badjeros	.....	10 00	18 50	28 50	19 45	9 05
9	Barrie	75 97	310 00	449 35	835 32	833 59	1 73
10	Bath	44 22	.....	199 75	243 97	213 47	30 50
11	Bayham	.....	.....	15 26	15 26	13 80	1 46
12	Baysville	21 04	9 25	25 55	55 84	43 38	12 46
13	Beachville	39 55	50 00	52 17	141 72	121 09	20 63
14	Beamsville	52 78	80 00	253 53	386 31	195 23	191 08
15	Beaverton	56 43	50 00	68 80	175 23	167 09	8 14
16	Belfountain	10 00	15 00	19 10	44 10	39 10	5 00
17	Belmont	10 00	25 00	40 65	75 65	49 19	26 46
18	Belwood	40 07	30 00	31 48	101 55	99 79	1 76
19	Blenheim	122 37	175 00	197 51	494 88	493 03	1 85
20	Blyth	21 52	45 00	144 91	211 43	134 52	76 91
21	Bobcaygeon	66 21	85 00	137 26	288 47	252 57	35 90
22	Bolton	76 71	100 00	80 98	257 69	256 38	1 31
23	Bowmanville	134 19	.....	311 90	446 09	392 27	53 82
24	Bridgeburg	42 67	150 00	122 39	315 06	248 71	66 35
25	Brigden	13 10	10 00	27 41	50 51	35 63	14 88
26	Brooklin	70 16	55 00	45 47	170 63	150 50	20 13
27	Brownsville	70 58	50 00	186 28	306 86	156 83	150 03
28	Brucefield	54 29	45 00	197 08	296 37	266 02	30 35
29	Burgessville	29 57	65 00	129 07	223 64	162 83	60 81
30	Burlington	103 69	150 00	336 50	590 19	487 36	102 83
31	Cambray	54 66	50 00	29 61	134 27	118 25	16 02
32	Camlachie (Plympton)	64 88	35 00	267 00	366 88	366 88	.....
33	Canfield	20 93	.....	44 93	65 86	60 52	5 34
34	Cannington	25 85	60 00	104 73	190 58	139 81	50 77
35	Cargill	15 00	45 00	251 70	311 70	246 76	64 94
36	Carp	10 00	10 00	51 28	71 28	62 28	9 00
37	Cayuga	10 00	75 00	60 40	145 40	97 25	48 15
38	Chatsworth	49 51	.....	106 58	156 09	128 83	27 26
39	Cheapside	35 01	25 00	77 85	137 86	88 70	49 16
40	Chesterville	60 35	.....	109 54	169 89	107 33	62 56
41	Claremont	56 43	40 00	58 31	154 74	148 23	6 51
42	Claude*	.....	.....	.....	.....	.....	.....
43	Cobourg	194 56	100 00	402 06	696 62	632 60	64 02
44	Colborne	19 93	.....	60 25	80 18	78 80	1 38
45	Coldstream	50 01	35 00	57 24	142 25	132 89	9 36
46	Comber	.....	108 61	236 01	344 62	180 75	163 87
47	Copleston	10 00	10 00	4 60	24 60	20 00	4 60
48	Creemore	21 00	10 00	44 66	75 66	23 75	51 91
49	Delta	33 77	.....	44 04	77 81	77 81	.....
50	Depot Harbour	40 17	.....	104 15	144 32	91 75	52 57
51	Don	21 79	25 00	44 89	91 68	91 68	.....
52	Dorchester	25 98	25 00	188 16	239 14	118 64	120 50
53	Drumbo	60 58	50 00	61 03	171 61	170 71	90
54	Duart	10 00	25 00	32 75	67 75	67 75	.....

* Report sent to Library for correction and not returned.

ASSOCIATIONS

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS Legislative Grants paid in 1912 and in 1913

Number	Maintenance: Rent, Light, Heating and Caretaking	Maintenance: Salaries of Librarian and Staff	Number of Members	Number of Volumes in Library	Number of Volumes issued	Number of Newspapers and Magazines	Assets	Liabilities	Population	Legislative Grants Paid in 1913
	$ c.	$ c.					$ c.	$ c.		$ c.
1	3 00	9 00	60	1,413	1,118	.....	780 09	.....	*	18 75
2	13 95	20 00	148	1,588	1,276	.....	937 44	.....	300	11 88
3	.....	57 50	101	4,026	3,937	19	4,331 13	.....	2,500	71 87
4	.....	25 00	129	778	555	.....	441 25	.....	500	36 17
5	15 00	20 00	150	2,487	2,263	5	1,334 12	.....	426	34 40
6	25 00	10 00	59	1,317	610	.....	1,051 90	.....	650	15 00
7	30 00	30 00	101	1,364	1,336	7	1,089 37	.....	250	33 40
8	10 00	5 00	21	661	134	.....	11 05	.....	*	5 00
9	92 33	240 00	206	6,384	12,614	29	5,626 73	400 00	6,460	118 69
10	125 50	.....	93	963	6,355	10	710 55	.....	366	49 57
11	.....	12 00	10	739	59	.....	376 46	.....	*	.....
12	.....	12 00	52	656	982	.....	295 00	.....	200	13 27
13	4 39	41 00	140	1,583	1,380	.....	1,227 85	.....	480	38 41
14	51 62	60 00	111	3,495	8,573	11	3,021 08	.....	1,040	49 59
15	67 00	45 00	154	1,683	894	14	1,428 62	.....	1,150	47 23
16	.....	12 00	16	1,451	475	.....	641 08	.....	250	.....
17	.....	19 50	18	1,326	376	.....	1,107 34	42 50	400	19 77
18	.....	25 00	50	2,156	1,987	.....	877 75	.....	220	42 56
19	80 70	141 00	233	4,839	9,743	21	3,921 85	.....	1,250	142 86
20	.....	25 00	60	2,278	1,123	.....	1,037 04	.....	750	56 18
21	75 56	52 25	144	2,943	3,522	20	2,680 90	.....	913	69 47
22	49 00	100 00	130	2,971	3,664	15	2,110 21	.....	762	71 32
23	.....	150 00	141	4,082	4,919	28	3,828 82	.....	3,500	124 77
24	.....	50 00	155	1,859	4,150	.....	1,752 35	.....	1,800	75 44
25	25 74	.....	60	1,076	892	.....	643 03	40 00	500	10 00
26	2 75	25 00	143	3,235	2,748	.....	1,634 59	.....	**1,700	67 65
27	15 38	46 90	240	766	2,906	.....	743 87	.....	250	46 93
28	.....	30 00	141	1,642	2,874	.....	1,415 95	85 00	200	52 44
29	56 09	36 26	65	502	1,572	.....	378 54	1 21	200	46 22
30	86 38	150 00	128	3,822	5,036	11	7,882 59	.....	2,000	99 20
31	.....	40 00	121	1,686	2,077	.....	1,282 56	.....	150	38 44
32	7 40	25 00	65	494	1,180	1	668 40	19 00	3,350	15 00
33	.....	30 00	56	892	248	.....	521 72	.....	151	21 95
34	6 75	72 00	53	2,457	3,253	15	2,250 77	.....	1,040	33 50
35	45 00	25 00	106	2,904	2,902	.....	2,580 16	.....	*	55 68
36	40 00	11 28	32	1,457	791	.....	709 00	.....	600	.....
37	25 00	50 00	65	1,737	489	.....	1,268 15	.....	750	17 54
38	.....	41 50	110	3,233	6,264	11	2,335 13	19 96	450	35 57
39	4 00	.....	84	2,095	1,015	.....	1,636 41	.....	100	41 81
40	.....	40 00	400	609	2,708	.....	492 56	20 00	900	33 89
41	2 50	30 00	120	2,243	2,470	.....	2,551 93	.....	400	62 24
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	79 55	160 03	233	4,961	15,365	48	38,640 02	19 00	5,300	164 86
44	28 00	15 00	70	1,832	846	9	826 38	.....	1,100	15 98
45	5 00	10 00	62	1,715	1,745	8	874 36	.....	100	61 73
46	36 10	40 00	95	2,827	1,706	8	2,342 94	.....	600	61 68
47	.....	4 60	50	1,174	690	.....	*	30 00	150	13 35
48	.....	20 00	50	1,200	200	.....	491 91	.....	600	.....
49	.....	10 00	64	156	867	.....	118 24	6 32	400	34 14
50	.....	.....	151	923	2,806	.....	930 97	.....	800	12 20
51	.....	35 00	60	1,399	337	.....	1,136 93	.....	175	21 07
52	.....	50 00	140	1,564	2,429	.....	151 00	.....	500	41 59
53	.....	20 00	105	2,119	5,639	.....	1,952 22	.....	500	74 32
4	.....	54 25	35	2,146	1,567	.....	1,791 00	10 97	150	10 00

* Not reported

** Population of Township.

PUBLIC LIBRARY

TABLE B—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, for the year ending 31st December, 1912—Showing

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts				Expenditures	Balances on Hand
		Legislative Grants Paid in 1912	Municipal and County Grants	Members' fees Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
55	Dundalk	83 36	128 02	66 37	277 75	157 14	120 61
56	Dunnville	165 85	200 00	100 08	465 93	461 94	3 99
57	Dungannon	40 59	40 00	56 89	137 48	122 49	14 99
58	Dunvegan	23 14	.....	14 26	37 40	37 40	.....
59	Elk Lake*	.....	.....	.....	.....	.....	.....
60	Elmvale	31 59	25 00	56 98	113 57	99 25	14 32
61	Elmwood	31 68	30 00	28 04	89 72	75 34	14 38
62	Embro	97 27	125 00	78 54	300 81	300 81	.....
63	Ennotville	64 55	25 00	188 69	278 24	185 14	93 10
64	Ethel	10 00	30 00	63 78	103 78	59 17	44 61
65	Fenelon Falls	92 30	125 00	271 33	488 63	328 00	160 63
66	Flesherton	.....	.....	66 82	66 82	66 82	.....
67	Fonthill	58 92	50 00	92 53	201 45	164 90	36 55
68	Forester's Falls	10 00	15 00	78 21	103 21	94 87	8 34
69	Fort Erie	99 87	100 00	111 38	311 25	186 33	124 92
70	Fort Frances	35 00	.....	116 29	151 29	89 75	61 54
71	Frankford	59 65	50 00	271 43	381 08	337 48	43 60
72	Fullarton	54 45	.....	4 25	58 70	49 65	9 05
73	Glanworth	.....	10 00	45 98	55 98	52 89	3 09
74	Glammis*	.....	.....	.....	.....	.....	.....
75	Glen Morris	34 50	60 00	99 79	194 29	144 66	49 63
76	Gore Bay	15 00	100 00	18 87	133 87	113 66	20 21
77	Gore's Landing	33 66	10 00	44 46	88 12	71 65	16 47
78	Gorrie	27 58	25 00	75 84	128 42	101 20	27 22
79	Grafton	19 61	.....	117 29	136 90	136 07	83
80	Haliburton	40 58	37 00	52 41	129 99	88 81	41 18
81	Harrietsville	.....	50 00	80 82	130 82	127 20	3 62
82	Harrington	.....	50 00	123 20	173 20	153 65	19 55
83	Harrow	61 64	115 00	145 98	322 62	251 04	71 58
84	Hastings	26 77	.....	90 08	116 85	19 00	97 85
85	Hawkesville	21 03	.....	32 73	53 76	38 95	14 81
86	Highland Creek	17 19	25 00	39 09	81 28	70 70	10 58
87	Hillsdale	27 32	35 00	61 70	124 02	87 07	36 95
88	Hillview	60 69	.....	75 52	136 21	81 94	54 27
89	Holstein	66 94	.....	91 92	158 86	136 94	21 92
90	Honeywood	10 00	10 00	69 60	89 60	69 30	20 30
91	Huntsville	74 51	175 00	115 75	365 26	338 38	26 88
92	Inwood	69 42	35 00	49 92	154 34	151 59	2 75
93	Iroquois	.....	.....	68 07	68 07	29 08	38 99
94	Islington	54 56	25 00	36 70	116 26	116 25	01
95	Jarvis	19 10	.....	99 66	118 76	93 80	24 96
96	Kars*	.....	.....	.....	.....	.....	.....
97	Kemble	15 00	.....	170 08	185 08	184 73	35
98	Kingston	209 36	700 00	942 48	1,851 84	1,822 45	29 39
99	Kinmount	19 41	50 00	34 38	103 79	103 79	.....
100	Kintore	103 31	60 00	65 55	228 86	226 68	2 18
101	Kirkfield	30 26	50 00	56 63	136 89	127 52	9 37
102	Komoka	57 18	35 00	49 10	141 28	135 42	5 86
103	Lake Charles	.....	.....	123 31	123 31	5 30	118 01
104	Lefroy	10 00	10 00	46 20	66 20	61 70	4 50
105	Linwood	.....	.....	1 99	1 99	.....	1 99
106	Lyn	39 88	.....	127 00	166 88	134 05	32 83
107	Madoc	25 34	.....	203 10	228 44	107 67	120 77
108	Mallorytown	67 32	25 00	179 59	271 91	271 46	45

* Report sent to Library for correction and not returned.

ASSOCIATIONS

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS, Legislative grants paid in 1912 and 1913.—Continued

Number	Maintenance: Rent, Light Heating and Caretaking	Maintenance: Salaries of Librarian and Staff	Number of Members	Number of Volumes in Library	Number of Volumes issued	Number of Newspapers and Magazines	Assets	Liabilities	Population	Legislative Grants Paid in 1913
	$ c.	$ c.					$ c.	$ c.		$ c.
55	.....	75 00	48	2,361	3,390	.....	1,120 61	.....	700	26 32
56	109 05	75 00	125	3,400	11,803	1	1,953 99	.....	3,000	136 54
57	.....	37 05	121	2,232	2,823	.....	419 99	.....	1,500	46 48
58	.....	15 00	24	287	487	.....	232 64	.....	*	17 80
59	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	.....	40 00	115	2,113	2,367	.....	1,264 32	.....	2,900	36 30
61	10 00	20 00	80	992	1,779	.....	856 77	.....	450	30 70
62	106 10	58 10	62	4,385	2,422	14	5,029 60	23 39	500	63 74
63	9 40	70 00	110	3,760	1,484	.....	3,632 58	.....	*	53 85
64	10 00	20 00	60	1,997	4,413	.....	679 61	.....	2,791	17 09
65	145 90	60 00	90	4,901	4,485	30	3,535 63	.....	1,004	76 39
66	3 20	5 00	65	1,023	1,198	.....	*	*	438	33 21
67	10 10	42 00	204	2,630	3,350	15	3,436 55	.....	600	65 54
68	.....	30 00	100	1,124	1,202	.....	658 75	.....	1,850	39 20
69	40	75 00	136	3,271	5,658	.....	2,538 96	.....	1,472	49 39
70	.....	.....	*	*	*	.....	*	*	2,200	.....
71	116 95	48 00	68	591	1,750	10	636 32	.....	700	57 07
72	4 25	.....	60	284	301	8	234 05	14 95	1,875	29 86
73	.....	.....	64	100	509	.....	53 58	.....	50	17 83
74	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	38 71	15 00	70	2,755	671	14	2,015 63	.....	*	55 40
76	.....	100 00	70	1,509	159	2	920 21	.....	720	16 25
77	20 85	.....	70	1,430	1,081	.....	1,307 44	.....	215	29 86
78	.....	25 00	74	2,065	1,409	.....	1,337 94	.....	400	18 25
79	32 00	.....	50	322	1,237	.....	695 83	.....	400	30 10
80	6 88	24 00	104	1,427	1,787	.....	641 18	.....	*	32 66
81	.....	.....	80	165	593	.....	120 37	.....	*	61 86
82	45 00	8 00	67	1,425	1,643	.....	679 55	.....	200	39 67
83	74 00	30 00	93	1,451	4,578	16	926 83	.....	2,716	67 35
84	10 00	2 50	80	1,078	3,203	.....	848 30	.....	955	10 00
85	.....	20 00	55	892	459	.....	485 34	.....	200	11 36
86	15 00	16 00	62	183	654	.....	1,415 20	.....	*	19 51
87	3 10	14 56	58	1,539	1,087	.....	661 95	.....	400	29 58
88	.....	.....	52	431	704	.....	380 47	.....	120	39 30
89	.....	40 00	57	1,935	2,769	.....	392 57	.....	300	56 98
90	.....	25 00	105	654	1,044	.....	305 30	.....	100	28 98
91	91 00	75 00	106	3,877	6,654	19	2,626 88	.....	2,357	82 20
92	.....	30 00	118	1,143	2,310	.....	653 75	.....	225	65 72
93	10 00	4 50	107	1,638	*	.....	1,298 99	.....	800	10 00
94	.....	15 00	102	2,438	2,477	4	1,607 86	.....	1,376	55 71
95	48 75	25 00	61	3,345	1,412	6	1,574 96	25 00	800	17 73
96	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	.....	25 00	90	1,187	1,369	.....	700 35	170 00	60	38 05
98	401 10	533 76	623	4,874	40,958	77	8,449 39	.....	20,000	195 89
99	.....	42 50	55	1,999	2,712	.....	1,540 00	4 71	450	19 33
100	15 00	50 00	56	1,310	1,287	2	848 55	.....	2,430	20 00
101	50	25 00	50	2,308	1,357	.....	706 50	.....	*	51 67
102	15 00	10 00	54	926	762	3	770 50	.....	300	67 49
103	3 25	.....	20	2,333	500	.....	1,674 62	.....	100	.....
104	.....	22 50	85	803	1,146	.....	368 84	15 00	3,037	20 68
105	.....	.....	.....	*	*	.....	537 09	.....	450	.....
106	50 00	25 00	70	431	1,734	15	313 22	.....	400	43 27
107	25 50	42 00	140	2,912	3,319	.....	2,035 77	3 65	1,200	18 70
108	71 23	60 00	118	1,994	2,494	20	1,604 59	.....	300	77 47

* Not reported.

PUBLIC LIBRARY

TABLE B—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, for the year ending 31st December, 1912, showing

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts				Expenditures	Balances on Hand
		Legislative Grants Paid in 1911	Municipal and County Grants	Members' Fees, Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
109	Manilla	121 92	50 00	121 15	293 07	283 30	9 77
110	Manotick	17 04	.....	57 75	74 79	74 79	.....
111	Marksville	5 00	31 00	42 40	78 40	21 50	56 90
112	Matilda (Brinston)	5 00	.....	32 36	37 36	37 35	01
113	Meaford	108 70	400 00	419 43	928 13	676 19	251 94
114	Melbourne	34 31	50 00	71 86	156 17	133 64	22 53
115	Merrickville	69 85	200 00	24 02	293 87	274 24	19 63
116	Mildmay	15 00	50 00	76 08	141 08	27 50	113 58
117	Millgrove	.....	.....	5 77	5 77	5 00	77
118	Milton	65 72	.....	257 59	323 31	227 74	95 57
119	Minden	10 00	25 00	62 29	97 29	84 92	12 37
120	Monkton	10 00	27 00	54 38	91 38	51 00	40 38
121	Mono Centre	14 39	.....	12 25	26 64	23 81	2 83
122	Mono Mills	25 90	.....	29 67	55 57	52 65	2 92
123	Mono Road	18 51	.....	25 26	43 77	43 77	.....
124	Morrisburg	71 97	100 00	198 63	370 60	325 00	45 60
125	Morriston	16 75	15 00	49 04	80 79	46 55	34 24
126	Mount Albert	31 66	25 00	82 20	138 86	129 52	9 34
127	Mount Brydges	36 59	75 00	46 12	157 71	132 71	25 00
128	Nanticoke	21 99	25 00	21 46	68 45	55 73	12 72
129	Napanee	232 62	300 00	458 18	990 80	794 07	196 73
130	Napier	30 45	50 00	68 50	148 95	146 09	2 86
131	Newburgh	54 25	40 00	57 95	152 20	151 38	82
132	Newbury	32 71	25 00	23 02	80 73	76 41	4 32
133	New Dundee	10 00	29 85	98 29	138 14	57 98	80 16
134	New Hamburg*	.....	.....	.....	.....	.....	.....
135	Newington	17 35	.....	61 53	78 88	53 13	25 75
136	Niagara	137 55	100 00	284 90	522 45	509 49	12 96
137	Norland	10 00	50 00	133 43	193 43	77 00	116 43
138	North Gower	22 11	.....	35 02	57 13	38 50	18 63
139	Norwich	92 45	110 00	147 31	349 76	312 06	37 70
140	Norwood	36 86	50 00	58 75	145 61	138 36	7 25
141	Oakville	119 71	250 00	345 07	714 78	656 45	58 33
142	Odessa	46 98	10 00	93 58	150 56	127 02	23 54
143	Omemee	60 28	100 00	182 95	343 23	343 23	.....
144	Orono	19 97	.....	87 85	107 82	107 63	19
145	Pakenham	97 19	.....	165 07	262 26	143 48	118 78
146	Pickering	47 91	15 00	223 60	286 51	88 03	198 48
147	Pinkerton	.....	30 00	70 55	100 55	87 04	13 51
148	Plattsville†	110 29	50 00	186 86	347 15	241 75	105 40
149	Point Edward	15 00	95 00	74 55	184 55	142 50	42 05
150	Port Credit	32 20	40 00	60 35	132 55	123 35	9 20
151	Port Dover	85 56	50 00	185 89	321 45	198 85	122 60
152	Port Perry	112 58	200 00	79 90	392 48	376 23	16 25
153	Port Rowan	10 00	100 00	47 78	157 78	82 82	74 96
154	Port Stanley	34 58	25 00	74 59	134 17	126 68	7 49
155	Princeton	24 74	49 85	64 55	139 14	127 71	11 43
156	Queensville	41 20	25 00	53 40	119 60	82 06	37 54
157	Rainy River	65 97	.....	62 25	128 22	127 56	66
158	Richmond	10 00	.....	39 97	49 97	40 07	9 90
159	Ridgetown	67 25	65 00	149 43	281 68	265 75	15 93
160	Ridgeway	50 07	75 00	167 59	292 66	142 40	150 26
161	Ripley	27 09	.....	82 51	109 60	72 50	37 10
162	Riversdale	20 15	15 00	8 74	43 89	43 19	70
163	Rockwood	14 98	.....	41 82	56 80	31 98	24 82

*Report sent to Library for correction and not returned.

† For Plympton, see Camlachie.

ASSOCIATIONS

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS Legislative Grants paid in 1912 and in 1913—Continued

Number	Maintenance: Rent, Light Heating and Caretaking	Maintenance: Salaries of Librarian and Staff	Number of Members	Number of Volumes in Library	Number of Volumes Issued	Number of Newspapers and Magazines	Assets	Liabilities	Population	Legislative Grants Paid in 1913
	$ c.	$ c.					$ c.	$ c.		$ c.
109	27 36	30 25	120	4,316	1,973	.....	3,617 42	.....	200	77 47
110	.....	65 38	102	1,862	1,019	.....	1,263 48	48 78	400	10 60
111	.....	15 00	49	885	1,267	.....	948 86	.....	400	10 00
112	.....	15 00	71	508	*	.....	242 06	.....	71	10 00
113	150 00	200 00	274	3,997	8,862	26	2,351 94	.....	*	117 80
114	12 85	25 00	60	1,200	1,180	.....	622 53	.....	350	43 99
115	84 00	50 00	213	3,613	5,055	.....	2,419 63	.....	1,100	53 82
116	.....	25 00	121	2,462	1,272	.....	1,123 58	.....	1,000	10 00
117	.....	.....	30	684	855	.....	365 00	.....	200	.....
118	5 00	72 00	117	4,062	4,331	11	5,345 57	.....	1,900	69 80
119	24 00	12 00	56	1,587	1,992	.....	1,015 80	.....	300	29 15
120	1 75	25 00	70	1,351	863	.....	1,140 38	105 00	350	12 88
121	.....	.....	55	515	330	.....	213 16	.....	45	18 73
122	.....	4 00	75	750	538	.....	512 02	.....	*	27 50
123	3 50	25 00	50	1,939	1,061	.....	1,363 68	.....	*	14 11
124	109 33	66 00	265	3,033	5,446	29	1,895 60	.....	1,680	80 10
125	.....	30 00	50	1,465	698	6	794 24	.....	**2,600	15 00
126	29 70	29 15	51	987	1,090	14	859 34	.....	550	44 42
127	.....	30 00	54	942	628	.....	991 13	.....	400	35 14
128	.....	20 50	100	2,144	1,178	.....	1,597 14	.....	130	23 41
129	113 07	235 93	193	6,834	11,583	64	5,980 14	.....	3,000	184 24
130	.....	.....	83	271	749	.....	202 86	.....	1,300	54 51
131	55 60	10 00	53	2,186	1,089	15	1,401 87	50 00	540	56 69
132	.....	20 00	80	978	1,160	.....	339 32	.....	375	20 35
133	18 70	18 00	75	934	993	2	650 36	.....	300	15 69
134	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
135	4 74	18 00	54	908	1,280	2	1,973 53	.....	300	14 13
136	53 16	75 00	148	7,780	8,859	26	7,502 96	7 00	1,400	139 73
137	10 00	20 00	87	749	1,576	.....	545 43	30 00	100	10 00
138	.....	37 50	57	2,031	1,245	.....	798 20	.....	400	10 00
139	53 70	75 00	128	2,704	2,743	19	1,437 70	1 77	1,200	96 18
140	10 70	68 06	75	2,426	1,310	11	1,122 78	1 35	900	48 49
141	165 79	210 00	237	4,866	9,165	31	3,516 84	.....	2,500	110 92
142	.....	60 00	71	1,360	3,685	9	2,388 54	.....	700	26 97
143	80 00	95 00	99	1,032	1,401	24	799 67	14 90	600	61 85
144	.....	25 00	77	1,579	1,691	.....	1,372 34	25 00	550	47 18
145	.....	35 00	38	778	1,823	.....	781 78	17 50	500	44 00
146	25 00	45 00	121	1,914	*	.....	1,328 48	50 00	434	10 00
147	2 65	15 00	64	1,901	797	.....	1,490 93	.....	125	43 66
148	65 00	30 00	115	2,186	3,517	16	1,554 07	.....	550	93 91
149	50 00	37 00	69	3,684	2,274	5	3,820 84	.....	890	41 75
150	12 35	30 00	138	2,203	1,965	.....	1,489 56	.....	1,200	41 72
151	25 00	75 00	125	1,404	5,294	19	1,333 65	.....	1,200	55 25
152	97 09	100 00	102	2,539	2,360	30	1,491 25	.....	1,300	94 39
153	33 43	27 00	105	2,060	1,121	.....	839 96	193 50	720	21 59
154	.....	45 00	136	1,755	2,351	.....	1,007 49	.....	811	43 04
155	37 00	52 00	67	2,223	2,211	.....	1,021 43	.....	350	19 51
156	12 35	25 00	116	2,447	1,925	.....	1,675 69	.....	200	35 11
157	.....	.....	55	545	1,540	.....	300 66	.....	2,000	40 96
158	10 00	30 00	76	1,595	744	1	1,238 00	.....	410	10 00
159	34 39	75 00	151	4,679	4,708	22	5,392 93	.....	2,100	80 10
160	.....	56 00	154	1,962	2,372	.....	2,683 71	.....	650	36 91
161	.....	60 00	63	2,351	1,615	.....	1,487 10	.....	700	10 00
162	2 25	12 00	50	1,258	441	.....	912 07	.....	500	10 00
163	28 63	.....	50	2,020	489	2	439 82	.....	600	11 62

** Population of township. * Not reported.

PUBLIC LIBRARY

TABLE B—Receipts, Expenditures, Cost of Maintenance, Assets and Liabilities, for the year ending 31st December, 1912—Showing

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts				Expenditures	Balances on Hand
		Legislative Grants Paid in 1912	Municipal and County Grants	Members' Fees Balances and other Sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
164	Romney	50 77	50 00	50 83	151 60	132 05	19 55
165	Runnymede	27 39	25 00	90 26	142 65	138 33	4 32
166	Russell	83 22	.....	192 17	275 39	273 40	1 99
167	Saltfleet	57 81	100 00	43 52	201 33	144 45	56 88
168	Scarboro'	48 22	14 75	73 68	136 65	136 30	35
169	Scotland	59 49	10 00	156 83	226 32	178 71	47 61
170	Shedden	39 25	.....	71 18	110 43	104 63	5 80
171	Shetland	30 61	10 00	40 40	81 01	58 64	22 37
172	Singhampton	5 00	.....	35 65	40 65	15 00	25 65
173	Smithville	41 84	30 00	89 82	161 66	149 23	12 43
174	Southampton	26 56	80 00	143 46	250 02	192 98	57 04
175	South Mountain	10 00	.....	82 85	92 85	90 28	2 57
176	South River *	.....	.....	.....	.....	.....	.....
177	Speedside	46 25	.....	48 41	94 66	79 20	15 46
178	Springfield	22 83	.....	44 78	67 61	6 05	61 56
179	Stevensville	38 69	40 00	208 45	287 14	210 64	76 50
180	Strathroy	128 75	125 00	346 59	600 34	600 34	.....
181	St. George	73 56	60 00	293 55	427 11	331 01	96 10
182	St. Helen's	33 22	35 00	64 36	132 58	89 64	42 94
183	Sudbury	.....	.....	1,058 36	1,058 36	461 32	597 04
184	Sunderland	49 02	55 00	45 79	149 81	149 81	.....
185	Sundridge	.....	30 00	16 00	46 00	30 00	16 00
186	Sutton	64 27	100 00	44 30	208 57	151 37	57 20
187	Sydenham	41 65	25 00	84 20	150 85	147 65	3 20
188	Tavistock	147 62	90 00	202 48	440 10	339 18	100 92
189	Teeswater	85 50	105 00	211 25	401 75	277 98	123 77
190	Thamesford	21 19	70 00	108 65	199 84	116 50	83 34
191	Thamesville	105 85	50 00	861 07	1,016 92	398 64	618 28
192	Thedford	50 49	10 00	71 04	131 53	122 10	9 43
193	Thornbury	16 60	35 00	13 50	65 10	60 79	4 31
194	Tilbury	78 85	200 00	140 51	419 36	264 94	154 42
195	Tottenham	40 39	60 00	3 75	104 14	52 00	52 14
196	Trout Creek	.....	.....	29 00	29 00	29 00	.....
197	Tweed	74 26	.....	227 08	301 34	248 08	53 26
198	Underwood	20 00	45 00	743 35	808 35	566 40	241 95
199	Unionville	36 03	.....	84 39	120 42	98 39	22 03
200	Vankleek Hill	.....	25 00	104 43	129 43	129 43	.....
201	Victoria	55 69	20 00	28 12	103 81	103 10	71
202	Victoria Mines	45 98	.....	206 77	252 75	45 47	207 28
203	Victoria Road	20 00	50 00	16 50	86 50	5 91	80 59
204	Walton	10 00	25 00	104 73	139 73	15 60	124 13
205	Wardsville	50 47	55 00	144 77	250 24	205 73	44 51
206	Warkworth	33 54	35 00	125 95	194 49	115 57	78 92
207	Waterdown	56 70	100 00	188 09	344 79	202 30	142 49
208	Waterford	10 00	50 00	35 78	95 78	70 70	25 08
209	Welland	99 02	.....	445 70	544 72	439 36	105 36
210	Wellesley	54 28	25 00	98 82	178 10	121 96	56 14
211	Westford	44 74	30 00	10	74 84	72 99	1 85
212	White Lake	19 43	.....	60 47	79 90	8 00	71 90
213	Wiarton	86 11	180 00	182 31	448 42	431 21	17 21
214	Williamstown	15 00	35 00	81 61	131 61	62 16	69 45
215	Winchester	66 56	.....	274 41	340 97	243 18	97 79
216	Woodbridge	.....	40 00	112 96	152 96	81 82	71 14
217	Woodville	36 57	75 00	78 88	190 45	156 40	34 05
	Totals	9,322 39	10,246 33	25,455 80	45,024 52	35,098 24	9,926 28

* Report sent to Library for correction and not returned.

ASSOCIATIONS

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS Legislative Grants paid in 1912 and in 1913—Concluded

Number	Maintenance: Rent, Light, Heating and Caretaking	Maintenance: Salaries of Librarian and Staff	Number of Members	Number of Volumes in Library	Number of Volumes Issued	Number of Newspapers and Magazines	Assets	Liabilities	Population	Legislative Grants Paid in 1913
	$ c.	$ c.					$ c.	$ c.		$ c.
164	75	36 10	122	3,201	1,375	.....	2,601 06	43 20	1,730	58 33
165	4 47	2 00	97	855	2,633	5	769 32	.....	3,500	28 68
166	.....	75 00	132	2,082	2,545	24	1,852 00	185 00	550	64 73
167	.....	30 00	145	1,952	3,484	.....	1,883 95	.....	**3,300	63 38
168	17 35	.....	69	4,644	2,260	2	2,000 35	.....	**4,000	94 23
169	.....	.....	105	1,612	1,124	14	1,517 61	.....	400	42 37
170	.....	45 00	107	1,883	1,832	.....	1,003 80	.....	350	30 35
171	3 00	12 00	50	303	275	.....	172 12	15 00	250	30 00
172	.....	15 00	45	285	322	.....	325 65	.....	100	10 00
173	24 00	24 00	130	1,689	3,900	.....	1,212 43	.....	400	51 22
174	34 31	115 47	160	5,215	2,951	2	4,633 10	.....	1,700	30 95
175	.....	25 00	99	938	4,779	.....	714 74	.....	400	33 67
176	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
177	1 70	16 00	57	1,114	867	.....	900 95	.....	300	32 95
178	3 90	.....	97	1,548	1,195	.....	1,226 56	30 00	471	10 00
179	13 50	25 00	56	270	1,118	.....	359 84	.....	**3,000	53 77
180	123 40	130 00	301	7,798	31,608	28	6,750 00	48 76	3,000	131 81
181	93 62	75 00	120	5,284	3,922	13	6,115 14	.....	650	66 14
182	16 90	20 00	107	1,986	1,464	.....	1,244 94	.....	68	30 21
183	105 00	71 26	163	688	390	11	1,005 69	93 40	5,000	49 19
184	32 00	31 00	105	2,056	912	17	1,625 00	20 79	600	46 60
185	20 00	10 00	55	821	*	.....	466 00	.....	470	10 00
186	.....	40 00	142	908	3,480	9	742 80	.....	900	58 73
187	23 70	40 00	65	1,475	2,691	17	908 81	.....	1,000	38 35
188	65 00	55 00	100	5,011	7,295	23	2,655 92	.....	1,028	127 76
189	101 04	75 00	181	4,476	4,078	17	2,373 77	.....	854	93 90
190	58 95	.....	74	1,399	*	4	1,207 34	.....	400	35 04
191	.....	65 35	114	2,102	1,904	19	1,196 28	.....	885	145 78
192	.....	25 00	108	2,731	4,630	.....	1,321 23	.....	600	50 17
193	20 00	5 00	103	1,614	1,262	.....	564 31	25 00	800	10 54
194	50 00	50 00	112	2,317	2,193	17	1,366 21	7 44	1,546	98 90
195	25 00	25 00	146	2,496	1,659	.....	1,351 25	.....	550	16 00
196	25 00	4 00	10	1,150	238	.....	*	*	*	.....
197	71 50	62 50	90	1,555	5,859	9	1,042 57	.....	1,368	69 90
198	10 00	10 00	80	1,603	1,934	7	809 35	.....	1,200	10 00
199	.....	20 00	105	1,330	2,201	.....	999 97	.....	507	37 39
200	.....	50 00	100	1,705	1,369	.....	1,473 14	9 02	2,000	10 00
201	165 00	20 00	104	3,183	700	.....	2,110 71	.....	.....	45 09
202	1 70	.....	45	1,101	1,878	7	1,135 41	.....	940	24 52
203	3 01	.....	34	99	290	.....	131 10	27 00	350	.....
204	.....	15 00	100	1,186	2,586	.....	479 13	.....	200	10 00
205	2 90	.....	92	1,829	3,500	3	1,975 13	.....	250	83 25
206	36 75	25 00	82	1,371	786	.....	952 92	.....	600	17 16
207	36 00	35 00	76	2,009	5,965	18	1,004 49	.....	756	59 13
208	.....	60 00	73	1,160	2,165	.....	875 08	.....	1,120	10 00
209	.....	192 00	262	5,325	8,171	32	6,551 13	.....	5,414	88 52
210	18 04	20 00	119	2,437	2,699	.....	1,947 06	.....	750	41 54
211	.....	4 75	70	1,992	357	.....	1,593 21	.....	160	39 79
212	.....	5 00	30	739	991	.....	341 90	.....	350	10 00
213	96 77	125 00	291	2,740	4,900	18	3,447 72	.....	2,000	102 36
214	7 50	.....	79	2,183	1,460	.....	1,956 40	.....	400	37 44
215	.....	101 00	96	1,291	3,807	13	1,579 68	.....	1,098	56 63
216	1 00	25 00	50	2,301	1,460	.....	2,116 99	.....	*	27 16
217	120 00	.....	106	2,496	1,918	17	834 05	.....	420	36 67
	5,327 41	8,586 74	20,976	421,120	567,153	1,266	370,321 04	2,000 07	209,090	9,261 98

**Population of township. * Not reported.

Summary of Facts Contained in Tables A and B

I. Public Libraries—Free

The following statistics are taken from the annual reports for the year ending 31st December, 1912. (For details see Table A.)

1. Classification of Free Libraries Reporting

Free Libraries, with reading rooms	116
Free Libraries, without reading rooms	24
Total	140

2. Free Libraries—Receipts and Balances on Hand

The total receipts of 140 Free Libraries	$441,125.29
Balances on hand	55,275.79

3. Free Libraries—Expenditure

The total expenditure of 140 Free Libraries	$385,849.50

4. Free Libraries—Assets and Liabilities

Assets 140 Free Libraries	$2,872,282.20
Liabilities of 140 Free Libraries	192,369.01

5. Number of Readers in Free Libraries.

Free Libraries report having had 157,984 readers.

6. No. of Volumes in Free Libraries and No. of Volumes Issued

Number of volumes in 140 Free Libraries	965,769
Number of volumes issued in 136 Free Libraries	3,321,393

7. Reading Rooms in Free Libraries

116 Free Libraries reported having reading rooms.
116 Free Libraries subscribed for 6,006 newspapers and periodicals.

II. Public Libraries—Association

The following statistics are taken from the annual reports for the year ending 31st December, 1912. (For details see Table B.)

1. Classification of Association Libraries Reporting

Libraries with reading rooms	73
Libraries without reading rooms	144
Total	217

2. Association Libraries—Receipts and Balances on Hand

The total receipts of 217 Libraries were	$45,024.52
Balances on hand	9,926.28

3. Association Libraries—Expenditure

The total expenditure of 217 Association Libraries was	$35,098.24

4. Association Libraries—Assets and Liabilities

Assets of 217 Libraries	$370,321.04
Liabilities of 217 Libraries	2,007.90

5. Number of Members of Association Libraries

217 Libraries have 20,976 members.

6. No. of Volumes in Association Libraries and No. of Volumes Issued

Number of Volumes in 217 Libraries	421,120
Number of Volumes issued in 217 Libraries	567,153

7. Reading Rooms in Association Libraries.

73 Libraries reported having reading rooms.
10 Libraries reported having periodicals for circulation but no reading room.
83 Libraries subscribed for 1,266 newspapers and periodicals.

New Liskeard Public Library
Interior View

TABLE C

Includes every Public Library, Free and Association in the several Counties in the Province on the 1st December, 1913, Alphabetically arranged :—

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"

Counties and Districts	Cities, Towns and Villages
Algoma	Marksville.
"	Sault Ste. Marie.
Brant	Brantford.
"	Burford.
"	Glenmorris.
"	New Durham.
"	Paris.
"	Scotland.
"	St. George.
Bruce	Cargill.
"	Chesley.
"	Elmwood.
"	Glammis.
"	Kincardine.
"	Lucknow.
"	Mildmay.
"	Paisley.
"	Pinkerton.
"	Port Elgin.
"	Ripley.
"	Riversdale.
"	Southampton.
"	Teeswater.
"	Tara.
"	Tiverton.
"	Underwood.
"	Walkerton.
"	Wiarton.
Carleton	Carp.
"	Kars.
"	Manotick.
"	Metcalfe.
"	North Gower.
"	Ottawa.
"	Richmond.
Dufferin	Grand Valley.
"	Honeywood.
"	Mono Centre.
"	Orangeville.
"	Shelburne.
Dundas	Chesterville.
"	Iroquois.
"	Matilda (Brinston P.O.)
"	Morrisburg.
"	South Mountain.
"	Winchester.
Durham	Bowmanville.
"	Millbrook.
"	Orono.
"	Port Hope.
"	Solina.
Elgin	Aylmer.
"	Bayham.
"	Port Stanley.
"	Rodney.
"	St. Thomas.
Elgin	Shedden.
"	Sparta.
"	Springfield.
"	West Lorne.
Essex	Amherstburg.
"	Comber.
"	Essex.
"	Harrow.
"	Kingsville.
"	Leamington.
"	Walkerville.
"	Windsor.
Frontenac	Garden Island.
"	Kingston.
"	Sydenham.
Glengarry	Apple Hill.
"	Dunvegan.
"	Lancaster.
"	Maxville.
"	Williamstown.
Grenville	Cardinal.
"	Easton's Corners.
"	Kemptville.
"	Merrickville.
"	Prescott.
Grey	Badjeros.
"	Chatsworth.
"	Clarksburg.
"	Durham.
"	Dundalk.
"	Flesherton.
"	Holstein.
"	Kemble.
"	Hanover.
"	Lake Charles.
"	Markdale.
"	Meaford.
"	Owen Sound.
"	Singhampton.
"	Thornbury.
Haliburton	Haliburton.
"	Minden.
Haldimand	Canfield.
"	Cayuga.
"	Cheapside.
"	Dunnville.
"	Hagersville.
"	Jarvis.
"	Nanticoke.
"	Victoria (Caledonia).
Halton	Acton.
"	Burlington.
"	Georgetown.
"	Milton.
"	Oakville.

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Continued

Counties and Districts	Cities, Towns and Villages
Hastings	Belleville.
"	Deseronto.
"	Frankford.
"	Madoc.
"	Stirling.
"	Tweed.
Huron	Auburn.
"	Brucefield.
"	Blyth.
"	Brussels.
"	Clinton.
"	Dungannon.
"	Ethel.
"	Exeter.
"	Fordwich.
"	Goderich.
"	Gorrie.
"	Hensall.
"	Kirkton.
"	Seaforth.
"	St. Helen's.
"	Walton.
"	Wingham.
"	Wroxeter.
Kenora	Dryden.
"	Kenora.
Kent	Blenheim.
"	Bothwell.
"	Chatham.
"	Dresden.
"	Duart.
"	Tilbury.
"	Ridgetown.
"	Romney.
"	Thamesville.
"	Wallaceburg.
Lambton	Alvinston.
"	Arkona.
"	Brigden.
"	Camlachie.
"	Copleston.
"	Forest.
"	Inwood.
"	Point Edward.
"	Sarnia.
"	Shetland.
"	Thedford.
"	Watford.
Lanark	Almonte.
"	Carleton Place.
"	Dalhousie (McDonald's Corners P.O.)
"	Elphin.
"	Lanark.
"	Middleville.
"	Pakenham.
"	Perth.
"	Smith's Falls.
Leeds	Brockville.
"	Delta.
"	Gananoque.
Leeds	Lyn.
"	Mallorytown.
"	Newboro.
"	Westport.
Lennox & Adding'n.	Camden East.
" "	Odessa.
" "	Bath.
" "	Napanee.
" "	Napanee Mills (Strathcona P.O.)
" "	Newburgh.
Lincoln	Abingdon.
"	Beamsville.
"	Merritton.
"	Grimsby.
"	Niagara.
"	Smithville.
"	St. Catharines.
Manitoulin	Gore Bay.
Middlesex	Ailsa Craig.
"	Belmont.
"	Coldstream.
"	Dorchester.
"	Glanworth.
"	Glencoe.
"	Harrietsville.
"	Komoka.
"	London.
"	Lucan.
"	Melbourne.
"	Mt. Brydges.
"	Napier.
"	Newbury.
"	Parkhill.
"	Strathroy.
"	Wardsville.
Muskoka	Bracebridge.
"	Baysville.
"	Gravenhurst.
"	Huntsville.
"	Port Carling.
Nipissing	Elk Lake.
"	Haileybury.
"	Hillview.
"	New Liskeard.
"	North Bay.
Norfolk	Bloomsburg.
"	Delhi.
"	Port Dover.
"	Port Rowan.
"	Simcoe.
"	Waterford.
Northumberland	Brighton.
"	Campbellford.
"	Cobourg.
"	Colborne.
"	Gore's Landing.
"	Grafton.
"	Warkworth.
Ontario	Beaverton.
"	Brooklin.

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Continued

Counties and Districts	Cities, Towns and Villages
Ontario	Cannington.
"	Claremont.
"	Oshawa.
"	Pickering.
"	Port Perry.
"	Sunderland.
"	Uxbridge.
"	Whitby.
Oxford	Beachville.
"	Brownsville.
"	Burgessville.
"	Drumbo.
"	Embro.
"	Harrington.
"	Ingersoll.
"	Kintore.
"	Plattsville.
"	Norwich.
"	Otterville.
"	Princeton.
"	Tavistock.
"	Tillsonburg.
"	Thamesford.
"	Woodstock.
Parry Sound	Burk's Falls.
"	Depot Harbour.
"	Parry Sound.
"	Powassan.
"	South River.
"	Sundridge.
"	Trout Creek.
Peel	Alton.
"	Belfountain.
"	Bolton.
"	Brampton.
"	Caledon.
"	Claude.
"	Inglewood.
"	Mono Road.
"	Mono Mills.
"	Port Credit.
"	Streetsville.
Perth	Atwood.
"	Fullarton.
"	Listowel.
"	Milverton.
"	Monkton.
"	Mitchell.
"	St. Mary's.
"	Stratford.
Peterborough	Hastings.
"	Lakefield.
"	Norwood.
"	Peterborough.
Prescott	Vankleek Hill.
Prince Edward	Picton.
Rainy River	Fort Frances.
"	Rainy River.
Renfrew	Admaston.
"	Arnprior.
Renfrew	Forester's Falls.
"	Pembroke.
"	Renfrew.
"	White Lake.
Russell	Russell.
Stormont	Cornwall.
"	Newington.
Simcoe	Angus.
"	Barrie.
"	Beeton.
"	Bradford.
"	Coldwater.
"	Collingwood.
"	Cookstown.
"	Creemore.
"	Elmvale.
"	Hillsdale.
"	Lefroy.
"	Midland.
"	Orillia.
"	Penetanguishene
"	Stayner.
"	Tottenham.
Sudbury	Copper Cliff.
"	Sudbury.
"	Victoria Mines.
Thunder Bay	Fort William.
" "	Port Arthur.
Victoria	Bobcaygeon.
"	Cambray.
"	Fenelon Falls.
"	Kinmount.
"	Kirkfield.
"	Little Britain.
"	Lindsay.
"	Manilla.
"	Norland.
"	Oakwood.
"	Omemee.
"	Victoria Road.
"	Woodville.
Waterloo	Ayr.
"	Berlin.
"	Elmira.
"	Galt.
"	Hawkesville.
"	Hespeler.
"	Linwood.
"	New Dundee.
"	New Hamburg.
"	Preston.
"	Waterloo.
"	Wellesley.
Welland	Bridgeburg.
"	Fonthill.
"	Fort Erie.
"	Niagara Falls.
"	Port Colborne.
"	Ridgeway.
"	Stevensville.

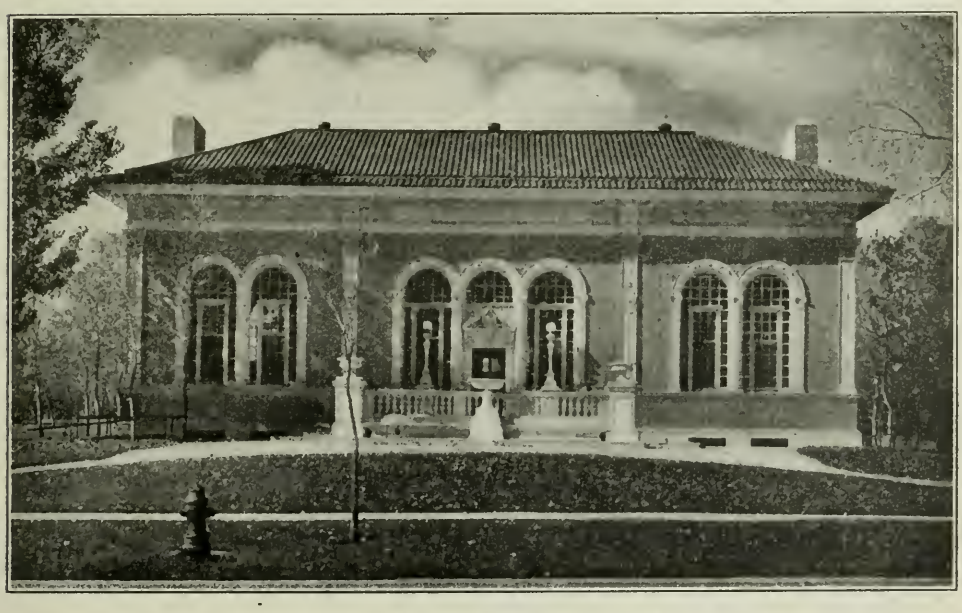
PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Concluded

Counties and Districts	Cities, Towns and Villages
Welland	Thorold.
"	Welland.
Wellington	Alma.
"	Arthur.
"	Belwood.
"	Clifford.
"	Drayton.
"	Elora.
"	Erin.
"	Ennotville.
"	Fergus.
"	Guelph.
"	Harriston.
"	Morriston.
"	Mount Forest.
"	Palmerston.
"	Rockwood.
"	Speedside.
Wentworth	Dundas.
"	Hamilton.
"	Millgrove.
"	Lynden.
"	Saltfleet (Stony Creek (P.O.)
"	Waterdown.
York	Aurora.
"	*Bracondale.
"	Don.
"	Highland Creek.
York	Islington.
"	Mount Albert.
"	Newmarket.
"	Queensville.
"	Richmond Hill.
"	Runnymede.
"	Scarboro'.
"	Stouffville.
"	Sutton, W.
"	Toronto.
"	Unionville.
"	Weston.
"	Woodbridge.

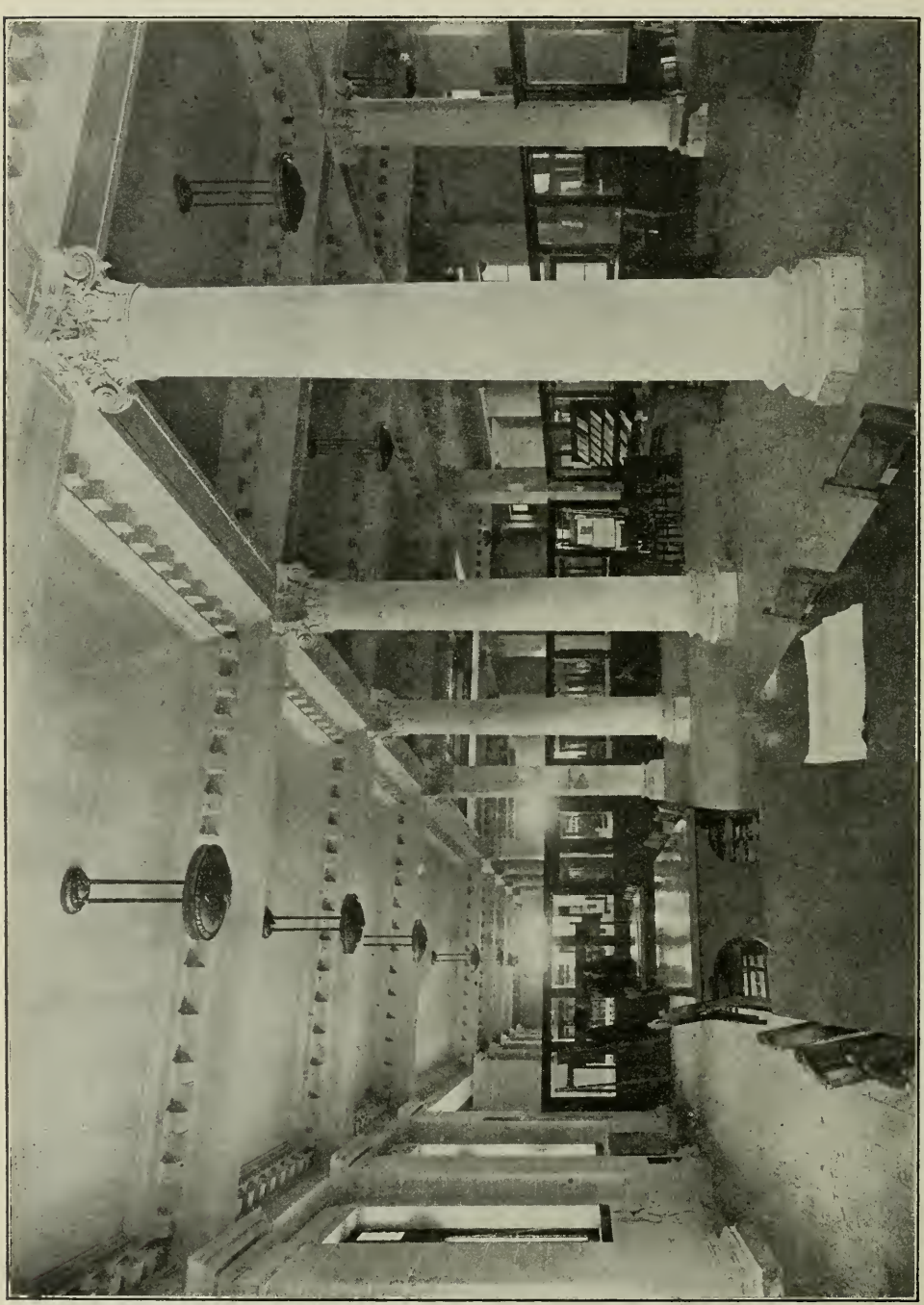
The above list may be classified as follows:—

Free Libraries reporting	140
Association Libraries reporting	217
Free Libraries not reporting	3
Association Libraries not reporting	24
Public Libraries incorporated since 1st January, 1913	5
Public Libraries reorganized since January 1st, 1913	15

*Now included in Toronto.



Woodbury Branch Library, Denver, Colorado
Type of a Colorado, U.S. Branch Library.



Hamilton Public Library
General Reading Room, showing Canadiana Room adjoining

THE STORY OF THE LIBRARY INSTITUTES OF ONTARIO

The following address was given by Walter R. Nursey, Inspector of Public Libraries for Ontario, at the first Toronto District Institute, held at the Reference Library, College St., Toronto, Oct. 24th, 1913:—

Mr, President of the First Public Library Institute for the Toronto District, and Ladies and Gentlemen,—I am sure you will all share with me my view that this assembling of active library workers and those others unofficially connected with the library work in Toronto constitutes a red letter day in the story of library extension in this Province.

I am more than gratified to see so large an attendance in response to the invitation extended. It indicates a most suggestive interest. This meeting, as you already have been informed, is held specially for the purpose of enlisting the co-operation of all library workers in the Toronto Library Institute movement. This institute is the fifteenth organized in Ontario, and for the present will be the last the Minister of Education intends to establish. The Institutes already existing are as follows: Belleville, Brantford, Chatham, Eastern, Georgian, Guelph, Lindsay, London, Niagara, Northern, Orangeville, Stratford, Toronto, Western, and York.

It was realized that the privileges enjoyed by all other portions of the Province which have been served by these admirable organizations should be extended to Toronto with the purpose of instituting an annual "round up" of those interested in library work in this city—a city of much culture, great wealth, and corresponding enterprise, and so by a business grouping and centralizing of activities which hitherto had been working independently of each other, the cause of library advancement in Canada would be benefited. The splendid position which Ontario to-day occupies in respect to the expansion of library work has been accomplished however, not so much by centralization as by concentration and co-operation of all the hitherto scattered forces.

I am here to give you a reason and an excuse for the existence of the Library Institute system of this province, and in order that you may better understand the exact situation in regard to this important branch of work conducted jointly by the Department of Education and the Ontario Library Association, let me recount its inception and growth as fully as the fifteen minutes allotted to me will permit.

Early in the year the Minister of Education authorized the formation of this the fifteenth Library Institute in the Province. As there are many and various libraries in Toronto, not public under the statute, but each serving a section of the public, the formation of this Institute it was believed would prove of great advantage to the library movement generally.

It is ten years since the wisdom of establishing these Institutes was first suggested by Dr. Hardy, the Secretary of the Ontario Library Association, but it was not until 1907 that a working committee was appointed. On the strength of a grant from the Department—always practically sympathetic—the first Institute was held at Brantford on Thursday, July 7th, of that year. It was an instant success, and steps were taken to map out the province into ten districts. In 1908 three Institutes were held, once again at Brantford, then in Chatham, and later in Niagara Falls.

An Act was drafted by the present Minister of Education and was passed in 1909 by the Legislature providing for the permanent establishment of Library Institutes under the control of the Department, and for the holding of annual meetings in the various districts authorizing the Minister to pay the travelling and other necessary expenses of one delegate from every Public Library

Board. In the event of failure of a library to send a delegate to its district meeting $5 could be deducted from the next annual grant payable to that library by the Government.

Eleven Institute Districts were subsequently created, embracing the then entire province excepting Algoma, Nipissing, Parry Sound, Rainy River and Thunder Bay. In 1912 two new districts were added, the Northern of which North Bay was the southern base, and the Western of which Fort Frances was the pivotal point and Rat Portage (Kenora) on the Lake of the Woods the western boundary. Let us consider for a moment what kind of territory this is that has thus been invaded for library purposes. The Province of Ontario to-day, as few of us perhaps realize, embraces an area of 407,262 square miles. It is more than three and one-third times the size of the British Isles. It is a domain almost equal in extent to the combined seventeen states of Main, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey twice over, Pennsylvania, Delaware, Maryland, the District of Columbia, the two Virginias, North Carolina, Georgia, and Florida. I emphasize this geographical fact in order that we may better grasp the library problems which to-day confront us in this vast territory. Ontario includes eleven great districts: Timiskaming, Nipissing, Sudbury, Algoma, Manitoulin, Parry Sound, Muskoka, Thunder Bay, Rainy River, Kenora, and the recently added district of Patricia, which in itself embraces an area of over 186,000 square miles. These districts comprise what we call New Ontario, and in *all* of these districts, with the exception of Patricia, there are to-day Public Libraries either Free or Association, engaged in handling a total book circulation of 3,888,546, which books, speaking generally, are of a wholesome and educational character. This is surely a wonderful fact, a fact which should give us cause to ponder. The most remote of these libraries at present is Kenora, formerly Rat Portage, at the foot of the Lake of the Woods, 1,154 miles from Toronto—which is the headquarters of the library camp, from a departmental point of view.

To reach an approximate estimate of the activities of these institutes, let me remind you that older Ontario is divided into 40 counties. Some of these measure 100 miles in one direction by 40 miles in another—kingdoms in themselves. These counties in turn are divided into 544 townships. These townships contain over 800 municipalities, including 292 cities, towns and villages. The total population of the province at the last census was 2,523,274, of which 1,328,489 was urban and 1,194,785 rural.

Within this wide and fertile territory, peopled by a progressive race, there are over 800 Women's Institutes, 375 Agricultural Societies, 80 Horticultural Societies, 100 Farmers' Institutes, and 224 Farmers' Clubs. I especially enumerate these organizations, not forgetting the 4,707 school libraries and 371 public libraries, in many instances established in isolated localities, for they all pay willing tribute to these Library Institutes which are doing their share in shaping the destinies of the generations yet to come.

One of the problems which has confronted the Department has been how to best introduce, with the means at its disposal, to the scattered population of this immense area a knowledge of the practical value of library work.

There are to-day 371 Public Libraries in Ontario— and by "public" is meant those libraries that are in part supported by the state. It is obvious that annual inspection of these is an impossibility with the limited staff at the disposal of the Inspector. One of the many purposes then of these Institutes was not only to bring the scattered librarians in touch with each other, but to give the Inspector an

opportunity for personal interviews and the submission of local library conditions for the joint consideration of those attending. The great primary object, however, was to bring the active library workers in contact with each other, and to provide a chance of joining in round-table-talks and conferences conducted by men and women who were thoroughly posted upon library essentials. As the sphere of these Institutes expanded, the cost of holding them necessarily increased, and the Minister needed no urging to place a sum in the Estimates to meet the needs of this new educational factor. This appropriation has been added to from year to year until over $2,500 is now required to cover the expense.

The co-operation of the Ontario Library Association, under whose formal direction these Institutes are held, has resulted in placing the system for this province upon the footing which is the admiration not only of our sister provinces, but of the states to the south of us, whose progress in this respect cannot be compared with our own. The business of these sessions, formerly occupying one day, now takes two. Instruction to-day is given in library essentials, in cataloguing and classifying under the Dewey Decimal System by the Departmental cataloguer, by which means many librarians who have found it impossible to attend the Summer Library School conducted by the Department have obtained a practical insight into this important branch of work. Addresses on related subjects of an inspiring nature by well qualified experts have also been provided.

The attendance of library representatives alone has increased 91 per cent. since the first Institute held in 1907. All programmes and arrangements for these meetings are first prepared by the several local executives and revised jointly by the Secretary of the Ontario Library Association and the Inspector of Public Libraries in order to prevent overlapping of dates and undue expense. Some of the Western delegates have had to travel over eleven hundred miles in order to be present. Surely this in itself is a text for a good library sermon. The places of meeting are changed from year to year. This movement I am sure you will agree is a great one and in many respects unique. We have tried to lift these Institutes out of the rut of dead literary level. To-day these annual "round ups" of bookmen have become the vogue.

The Minister of Education makes it a point that the Inspector of Libraries whenever possible be present to give an address on some practical topic and to discuss with the library trustees and officers the facts revealed by their annual reports which must be rendered in accordance with the provisions of the Act by every library in order to qualify for a grant. The local librarian is especially invited to attend. The annual Government grant to the Ontario Library Association, the parent organization, has been trebled within four years. Every library worker and book lover should seek membership in this splendid organization.

As it is only by contrast that we can properly appraise conditions, let me turn your attention to the great state of New York and see what is being done for the Library Institutes there.

The library authorities of that state, astounded at the liberality of the Legislature of Ontario in the handsome provision it makes to meet the expenses of these institutes and the great work accomplished—are seriously considering how they can introduce certain features of our Ontario system. New York state contributes annually in cash to its Library Association for Institute purposes the paltry sum of $100 only. A little over $3 per meeting, as compared with the $2,500 which will have been paid by the Government to defray the expenses of the fifteen institutes held during the fiscal year just ended.

It should also be more widely known that Ontario contributes more in hard cash in the promotion of all classes of library work—having due regard to area and population—than does any state in the United States to-day. While the maximum annual grant to any library in New York state is now only $75.00, it having been recently reduced, the maximum in Ontario is $260. While New York State has but one public library for every 25,000 of its population, Ontario helps to support a library for every 6,800 of its people. England, as perhaps you know, has but one rate supported library for every 200,000 of its population.

Steps have lately been taken in Albany to induce the New York State Department to take pattern from Ontario not only in respect to Institute work but to some of our other library methods. Forgive me if I quote a word of appreciation, an extract from a letter from the head of the library section of the New York State Department of Education, Mr. Asa Wynkoop:—

"I have just finished reading your handsomely printed, illustrated and bound report on Public Libraries, and have a new sense of the vigorous, progressive and efficient way in which you are doing things for the library cause in Ontario. I congratulate you and your associates most sincerely on the fine showing you make, and assure you that the influence of your words and work does not end with the bounds of Ontario, but will be felt in many States of the Union, particularly in New York. I shall have pleasure of referring to several features of this report in my own Annual Report, and commending your work and programme for library extension and improvement to our emulation."

I may add that this is but a sample of scores of other tributes from all parts of the continent and even from across the Atlantic.

In conclusion may I suggest for your consideration what is the general practical value to be derived from holding these Library Institutes. I agree with Mr. Wynkoop that they

(1) Are an initial step in developing a common feeling and community of interests in the library work.

(2) That they create a spirit of open mindedness and readiness to consider and accept new ideas.

(3) That they impart specific instruction in library methods, economy, and essentials.

As already pointed out the increase in attendance at our Institutes in 1912 was 91 per cent., two and a half times more than in 1907. As yet no public school librarians have been especially invited to attend these Institutes. The Public Libraries Act does not provide for this expenditure, though a cordial invitation is extended to everyone. This year's institutes hold the record, showing the largest gain in attendance ever made in a single year. About one hundred and eighty speakers appeared in the various programmes. The quality of many of the papers read and addresses given was exceptionally high and intensely practical. One word as to these programmes. They are first prepared by the District Institute Executive and forwarded to the Secretary of the Ontario Library Association, and finally passed on to and upon by the Inspector of Public Libraries, as all expenses are paid by the Department of Education. In the case of a report being made by a struggling library calling for prompt investigation the Inspector is authorized to guarantee the expenses of a selected member of any local executive in visiting such a library at the request of the Department. Every city and almost every town in Ontario has public library privileges. Out of 816 municipalities we now have 371 in which public libraries are established. It is through the co-operation of these institutes that we expect ere long to see a free library established in every rural municipality.

When it is remembered that only four years ago less than one hundred libraries had come in touch with a modern library movement the rapid progress of to-day can be better appreciated. These Institutes provide local centres for the whole province. Through their medium, to quote the words of your President, Mr. Locke, "we have had experience where two or three people have transferred a whole community into library workers." In this movement many ladies have shown a singularly deep interest, and as members of the more intelligent classes, their identification with the work establishes the character of our campaign. In the Inspector's Annual Report the story of Institute progress is related in detail and tabulated form. Everyone interested in library work should have copies of these reports and the annual reports of the Ontario Library Association compiled by Dr. Hardy, a most valuable book of reference.

Within the last twelve months twenty new libraries have been established in Ontario. During the year 1911 there was an increase in book accessions in the Public Libraries that reported of nearly 60,000 volumes and in respect to circulation over 411,000. The total number of books on the shelves of these Public Libraries was 1,402,283, with a total joint circulation of 3,888,546.

We also have a system of Travelling Libraries by which we circulate over 15,000 books through the length and breadth of the province, not only to communities but to individuals and at no cost to the borrowers. In the continental race for supremacy in this respect we are at last almost at the top of the ladder.

This in brief is the history of the Institute movement in this province and should give you some conception of what has been done and what remains to be done in this branch of library service. Though a very important feature this is but one of many phases of endeavour being conducted by the Department of Education under a sympathetic Minister and Deputy with the valuable assistance of the Ontario Library Association and its untiring secretary, Dr. Hardy, and in respect to Toronto through Mr. Locke with his remarkable aggregation of eleven splendid branch libraries.

An inviting field lies before you. Is it too much to hope that those of you who are present to-day at a Library Institute for the first time will become inoculated with the library spirit—that spirit which leads to high ideals, catholicity of views, to mental entertainment and practical education. Then you will be ready to extend that brand of aid, easy by virtue of your respective positions, that will make for closer individual fellowship and a purer library outlook, and so with greater publicity and greater consequential popularity, you will take your part in promoting this potent forward movement in respect to which we are so much in earnest and so deeply concerned.

ART AND THE PUBLIC LIBRARY

Interviews and correspondence have taken place between Mr. Chas. W. Jeffreys and Mr. Robt. F. Gagen, President and Secretary respectively of the Ontario Society of Artists, and myself, over the suggestion that the trustees of those public libraries that have the proper accommodation might wisely negotiate with the Society with the object of holding occasional exhibitions of paintings by Canadian artists. It seems obvious that those buildings that have suitable lecture rooms might consistently utilize the same for such an admirable purpose. There are difficulties to be overcome, but I am hopeful that co-operation will result in extending to the men, women, and especially the children, in the small communities, such a splendid opportunity to cultivate artistic tastes and elevate their minds as only the work of the painter can accomplish. If this idea was extended to include the sketches and drawings of school pupils, as has been done in Buffalo, I think another forward library movement of great value would result.

Simcoe Public Library

Simcoe Public Library
Interior View

CLASSIFYING AND CATALOGUING

Report of Miss P. Spereman, Departmental Cataloguer

To Mr. W. R. Nursey, Inspector of Public Libraries.

Acting under your instructions I have classified and catalogued, as you are aware, the following libraries, either in part or completely, during 1913; in some cases installing the Newark Charging System, and giving instruction for the Children's Department and "Story Hour."

Mount Albert, Jan. 8th to Jan. 16th.

In this library there are about 1,000 vols. There is no age limit and free access is allowed to all the books. The Board is a very energetic one, *composed entirely of ladies.*

A reading room was opened the beginning of the year; the papers and magazines being donated by the business men of the village. I classified and catalogued all the books, gave instructions in the children's department, and also instructions in a "slip" charging system, as they were not ready to have the Newark system installed.

Miss E. Theaker, Secretary.

Miss M. Rear, Librarian.

Fonthill, Jan. 20th to Feb. 4th.

The books in this library number about 2,600 vols. I classified and catalogued these books and established a children's department. There is no age limit and free access is allowed to the shelves. The library board were very generous in supplying assistance while the work was going on—especial mention might be made of Mr. and Mrs. Frank Pitkins' valuable assistance.

Mr. F. Kinsman, Secretary.

Mrs. D. Gillis, Librarian.

Welland, Feb. 5th to Feb 18th.

This library contains about 4,300 vols. It is practically impossible to have free access to the books as the library is situated in a small room of the town hall, and the stack room is not even large enough to have all the books shelved. I classified and catalogued the books and established a children's department. Willing to have free access. No age limit for the children. The library has a splendid reading room with a good selection of newspapers and magazines.

Mr. R. W. Hamilton, Secretary.

Mr. Miller, Librarian.

Meaford, Feb. 21st to Mar. 7th.

Classified and started the work of cataloguing, and also established a children's department. There are about 3,700 vols. in this library. Free access was not formerly allowed, as it was practically impossible on account of the small stack-room, but with some suggestions the stack-room was altered and the borrowers have now free access to all the books.

There is a splendid reading room with a good selection of newspapers and magazines on the tables. No age limit exists for the children.

Mr. A. Bright, Secretary.

Miss S. Sunter, Librarian.

Grand Valley, Mar. 10th to Mar. 19th.

This is a new library with about 3,360 vols. I classified all the books and gave instructions in cataloguing and the Newark charging system. I also established a children's department. Free access is allowed to all the shelves and no age limit exists for the children.

Miss S. McKinley, Librarian.

M. W. Berwick, Secretary.

Milton, Mar. 31st to Apr. 10th.

There are about 3,900 vols. in this library. I classified all the books and gave instructions in the card catalogue and Newark charging system, as well as establishing a children's department. Very valuable assistance was given by Mrs. Victor Chisholm and other members of the Board.

Mrs. Victor Chisholm, Secretary.

Miss M. Mackenzie, Librarian.

Lindsay, Apr. 11th to Apr. 24th.

This library contains about 7,000 vols. I classified all the books and started the work of the card catalogue. I also gave instructions in the Newark charging system and established a children's department. The collection of books in this library is exceedingly good. Free access is allowed to all the shelves, and no age limit for the children exists.

Mr. G. S. Patrick, Secretary.

Miss S. Reazin, Librarian.

Campbellford, Apr. 28th to May 10th.

This is a new library. I classified all the books, of which there are about 3,400 vols., and started the work of the card catalogue. I also gave instructions in the Newark charging system and established a children's department. The librarian gave unsparingly of her time while the work was going on—working nearly every evening as well as all day.

The reading rooms are very good, with a splendid selection of magazines and newspapers on the tables, both for adult and juvenile readers.

Mr. Carnahan, Secretary.

Miss O. Haig, Librarian.

St. Mary's, May 13th to May 27th.

There are about 7,200 vols. in this library; some of the best books were upstairs in an unused room, these were brought down and classified and catalogued with the rest of the books on the shelves. The stack-room was not at all suitable for free access, so at my suggestion one of the large reading rooms was made into a stack-room and free access is now allowed to all the shelves. The old stack-room is to be used as a children's room, and I am sure when the alterations are completed it will be one of the best in the Province. I also established a children's department and installed the Newark charging system. I received very valuable assistance from Mr. J. Eedy, member of the Board, and also from Rev. Mr. Miller who, although not a member of the Board, gave most generously of his time and services while the work was going on.

Mr. J. Eedy, Secretary.

Miss M. King, Librarian.

Port Hope, July 16th to July 23rd.

Started the work of classification and cataloguing. As my time was limited to one week, on account of having to attend Institute meetings, I could only give a part of the instructions necessary to complete the work; however, on my return visit in September these instructions were completed.

Port Hope, Sept. 5th to Sept. 19th.

Classified all the books in this library which number about 5,400 vols. Installed the Newark charging system and also gave instructions in the children's department. This is a new library, but the stack-room was too small and additional shelving had to be erected in the children's room in order that all the books might have shelf-room. Free access is allowed to all the shelves and no age limit exists for the children.

Mr. J. Long, Secretary.

Mr. E. Farquarhson, Librarian.

Blenheim, Oct. 7th to Oct. 23rd.

There are about 3,000 vols. in this library. Classified all the books and started the work of the card catalogue. I also gave instructions in the Newark charging system, and the children's department. Free access is allowed to all the books; no age limit for the children. Very valuable assistance was rendered by Mr. Denholm and also by some of the teachers in the public school. This library has a splendid collection of books, but is badly handicapped by being upstairs and the books housed in rooms that are not at all bright or attractive.

Mr. G. Risenborough, Secretary.

Mrs. E. Jenner, Librarian.

Amherstburg, Oct. 24th to Nov. 5th.

Five thousand six hundred books in this library. I classified all the books and gave instructions in the card catalogue, and established a children's department. This is also a new library and one of the best planned small libraries in the Province.

Free access is allowed to all the shelves and no age limit exists for the children.

In this library I received no assistance except that given by the librarian, who worked nearly every evening as well as every day, during my visit to her library, in order to complete the work.

Mr. Marsh, Secretary.

Miss B. Leggatt, Librarian.

Kingsville, Nov. 6th to Nov. 11th, Nov. 19th to Nov. 26th.

My work in this library was interrupted on account of having to attend library institute meetings at Stratford and Durham.

There are about 3,000 vols. in this library. I classified all the books and gave instructions for the card catalogue as well as the Newark charging system. I also gave instructions in the children's department. The books are to be moved into the new library (*Carnegie grant*) about Jan. 1st, 1914, and the work can be carried on to better advantage in the new building. Free access is allowed to all the shelves; no age limit exists for the children.

Mr. J. F. Elliot, Secretary.

Mrs. Tulan, Librarian.

From May 28th to July 5th I attended the third session of the Summer School for Librarians. I gave instructions in cataloguing, shelf-listing, charging systems, and other general methods, also assisting Miss Hester Young, B.A., the instructor in charge.

Under the following dates I was employed in classifying books for the travelling libraries in your office:

Jan. 17th and 18th, Mar. 20th to Mar. 29th, July 10th to July 12th, Aug. 4th to Aug. 11th, Aug. 16th to Aug. 19th, Aug. 22nd to Sept. 4th, Dec. 1st to Dec. 15th.

From September 22nd to Oct. 6th I took two weeks' vacation.

This year I attended twelve library institute meetings and read papers at each meeting, and gave introductory and blackboard demonstrations in the Dewey Decimal System of classification and the card catalogue.

Following are the names and dates of the Institute districts and places at which the institutes were held in 1913:

Chatham District, July 8-9 at St. Thomas.
Brantford District, July 14-15 at Hamilton.
Northern District, July 24-25 at North Bay.
Georgian District, July 29-30 at Midland.
Lindsay District, July 31-Aug 1 at Uxbridge.
Niagara District, Aug 12-13 at Dunnville.
Guelph District, Aug 14-15 at Georgetown.
York District, Aug 20-21 at Runnymede.
Stratford District, Nov. 13-14 at Stratford.
Orangeville District, Nov. 17-18 at Durham.
Belleville District, Nov. 27-28 at Cobourg.
London District, Dec. 16-17 at London.

PATRICIA SPEREMAN.

Forest Public Library

PUBLIC LIBRARIES CATALOGUED

Free and Association. Catalogued by the Departmental Cataloguer, since Jan. 1st, 1908, to Dec. 31st, 1913, inclusive. Alphabetically arranged

Year Catalogued	Name of Library	Free or Ass'n	No. of vols.	County	Township
1913	Amherstburg	F	5,977	Essex	Malden.
1910	Belleville	F	6,399	Hastings	Thurlow.
1908, '10	Brampton	F	6,508	Peel	Chinguacousy.
1908	Brantford (Children's Department)	F	26,153	Brant	Brantford.
1912	Bracebridge	F	4,466	Muskoka	Bracebridge.
1909	Brockville	F	12,889	Leeds	Elizabethtown.
1913	Blenheim	A	4,839	Kent	Harwich.
1910	Collingwood	F	7,610	Simcoe	Nottawasaga.
1909	Cobourg	F	4,961	Northumberland	Hamilton.
1913	Campbellford	F	3,802	Northumberland	Seymour.
1912	Don	A	1,399	York	York.
1910	Drayton	A	3,355	Wellington	Peel.
1910	Dundas	F	7,419	Wentworth	Flamboro', West
1910	Dunnville	A	3,395	Haldimand	Moulton.
1910	Elora	F	8,177	Wellington	Nichol.
1911	Embro	A	4,375	Oxford	Zorra, West.
1912	Essex	F	3,145	Essex	Colchester.
1910	Fergus	F	5,509	Wellington	Nichol.
1913	Fonthill	A	2,630	Welland	Pelham.
1908	Galt (Children's Dept.)	F	9,134	Waterloo	Dumfries, North
1909	Gananoque	F	3,804	Leeds	Leeds.
*1908	Goderich	F	5,619	Huron	Frederick.
*1908	Gorrie	A	2,065	Huron	Howick.
1913	Grand Valley	F	4,459	Dufferin	East Luther.
1908, '10	Ingersoll	F	4,959	Oxford	Oxford, North.
1912	Kincardine	F	3,493	Bruce	Kincardine.
1910	Kingston	A	4,874	Frontenac	Kingston.
1913	Kingsville	F	2,190	Essex	Gosfield, South.
1912	Leamington	F	3,019	Essex	Mersea.
1913	Lindsay	F	7,300	Victoria	Ops.
*1908	Markdale	F	3,773	Grey	Glenelg.
1910	Midland	F	4,718	Simcoe	Tay.
1909	Millbrook	F	2,513	Durham	Caven.
1913	Meaford	A	3,997	Grey	St. Vincent.
1910	Milverton	A	2,326	Perth	Mornington.
1910	Morrisburg	A	3,033	Dundas	Williamsburg.
1913	Mt. Albert	A	987	York	East Gwillimbury
1912	Mt. Brydges	A	1,047	Middlesex	Caradoc.
1913	Milton	A	3,650	Halton	Trafalgar.
1912	New Liskeard	F	2,431	Nipissing	Dymond.
1910	North Bay	F	3,377	Nipissing	Widdifield.
1910	North Toronto	F	2,000	York	York.
1909	Norwood	A	2,426	Peterboro	Asphodel.
1908	Niagara Falls (Children's Department)	F	10,065	Welland	Stamford.
1908, '10	Orangeville	F	5,374	Dufferin	Garafraxa.
1912	Orillia	F	4,874	Simcoe	Orillia.
1909	Oshawa	F	18,637	Ontario	Whitby.
1910	Owen Sound	F	5,324	Grey	Sydenham.
1909	Palmertson	F	2,515	Wellington	Wallace.
1910	Penetang	F	5,113	Simcoe	Tiny.
1910	Peterboro	F	12,696	Peterboro	North Monaghan.
1910	Pickering	A	1,914	Ontario	Pickering.
1910	Port Arthur	F	6,251	Thunder Bay	McIntyre.
1913	Port Hope	F	5,590	Durham	Hope.
1912	Renfrew	F	3,649	Renfrew	Renfrew.
*1909	Richmond Hill	A	3,807	York	Vaughan.

* Visited by arrangement, but not ready.

PUBLIC LIBRARIES CATALOGUED.—Continued

Free and Association. Catalogued by the Departmental Cataloguer, since Jan 1st, 1908, to Dec. 31st, 1913, inclusive. Alphabetically arranged

Year Catalogued	Name of Library	Free or Ass'n	No. of vols.	County	Township
1912	Runnymede	A	855	York	York.
1910	Scarboro	A	4,644	York	Scarboro.
1912	Simcoe (1908, Children's Department)	F	8,136	Norfolk	Woodhouse.
1909	Smith's Falls (Children's Department)	F	5,933	Lanark	North Elmsley.
1909	St. Catharines	F	13,264	Lincoln	Grantham.
1913	St. Mary's	F	7,529	Perth	Blanshard.
1908	Streetsville	F	2,593	Peel	Toronto.
1910	Uxbridge	F	6,389	Ontario	Uxbridge.
1908	Wallaceburg (Children's Department)	F	6,142	Kent	Chatham.
1908	Wingham	F	4,952	Huron	Turnberry.
1908	Wiarton	F	2,740	Bruce	Amabel.
1908	Woodstock	F	9,397	Oxford	Oxford.
1912	Windsor	F	21,500	Essex	Sandwich, East.
1909	Weston	F	3,514	York	York.
1913	Welland	F	5,225	Welland	Crowland.

Total number of Libraries, 71. Total number of Volumes, 397,886.

PUBLIC LIBRARIES ANNUAL REPORTS

While the number of libraries that rendered incomplete returns in 1913 shows a marked decrease with a great general improvement and an obvious desire to comply with the requirements of the Act, it is regrettable that many still continue to render their returns incorrectly. In the new Annual Report forms published for 1913 returnable to this Department on the 15th of February, 1914, the attention of members of Library Board and Library Officers was especially drawn to the legal requirements and to the necessity of entering up these returns in compliance with both the Act and the regulations. Special attention was drawn to some of these requirements by emphasizing them in red ink.

As much delay has hitherto been caused by the neglect of many Library Boards to render these Reports within the time specified by the Act, all have been specially notified that in future these must be forwarded to the Department of Education not later than the 15th day of February, and that libraries not reporting before February 28th will not be able to qualify for any Annual Grant to which they might be entitled. In justice to the majority of the libraries which render their reports promptly the delay entailed by apathetic libraries has interfered with the prompt payment to the greater number who have earned their right to receive their Annual Grant at the earliest date possible.

A list will be printed yearly of all those libraries that failed to render their reports before the final date allowed, and also of those whose reports have been returned for correction, which has been due in almost every case to the neglect of the officers interested to follow simple but explicit directions.

Standing of Association Libraries With Less Than 50 Members
January 1st, 1913

No.	Name of Library	No. of Members	No. of Books	Remarks
1.	Badjeros	21	661	Making great effort to increase membership.
2.	Bayham	10	739	Re-organized, April 8th, 1913
3.	Belfountain	16	1,451	Up to Nov. 11th, 1913, had failed to secure necessary members.
4.	Belmont	18	1,326	Has now 180 members
5.	Carp	32	1,457	Has now over 50 members.
6.	Duart	35	2,146	Secretary Jones reports that he hopes by personal canvass to obtain 100 members.
7.	Dundalk	48	2,361	Membership increasing.
8.	Dunvegan	24	287	More members have since been added.
9.	Lake Charles	20	2,333	No replies to letters nor any information received.
10.	Marksville	49	885	Membership increasing.
11.	Millgrove	30	684	Mr. S. C. Burns is making splendid efforts to re-habilitate this library.
12.	Pakenham	38	778	Bought an Encyclopedia Britannica contrary to rules respecting expensive reference books for small libraries not having 2,000 books, consequently had no money left to purchase ordinary books. With no new books to read, membership dropped below the minimum.
13.	Singhampton	45	285	Making successful struggle against difficulties.
14.	Trout Creek	10	1,150	No prospect of securing more members.
15.	Victoria Mines	45	1,101	Removed to Coniston. No recent correspondence.
16.	Victoria Road	34	99	Awaiting information in Report for 1913.
17.	White Lake	30	739	Awaiting information in Report for 1913.

IMPORTANT NOTE: *Under Sec. 22, Part III. Public Libraries Act of 1909, "no library which has not a membership of at least FIFTY persons over 21 years of age shall be entitled to share in any appropriation for Public Libraries."*

List of Libraries referred to in Inspector's Report, 1911, Page 511

If no immediate response is obtainable from these silent communities the 19,043 books belonging to these 25 libraries will at once be collected and either donated to some progressive library in the vicinity or used to supplement the books of the Travelling Libraries.

County	Library	No. of Books	County	Library	No. of Books
Algoma	Goulais Bay	319	Hastings	Bancroft	265
"	Webbwood	471	Lennox & Add.	Enterprise	903
Bruce	Chepstow	335	" "	Yarker	522
"	Holyrood	2,157	Northumberl'd.	Fenella	709
"	Lion's Head	1,102	Parry Sound	Rousseau	547
Dufferin	Primrose	976	Peel	Forks of the Credit	
"	Rosemont	1,217	Stormont	Moose Creek	382
"	Violet Hill	816	"	Wales	1,227
"	Glen Cross	146	"	Berwick	907
Frontenac	Battersea	277	"	Crysler	492
"	Harrismith	309	Waterloo	Baden	2,900
Grenville	Spencerville	620	York	Keswick	213
Haldimand	Dufferin	1,231			

Section 26, Sub-Section 1 of Public Libraries Act, 1909, reads as follows:

29.—(1) Where a Board fails or neglects to keep open the library for two years, or to furnish an annual report, as required by the Regulations, for two consecutive years, such failure or neglect shall effect a dissolution of the corporation, and the Minister may take possession of all its books, magazines and periodicals, and dispose of the same as he may deem proper, but nothing herein contained shall confer any authority or control over any land belonging to a board or library association.

PUBLIC LIBRARIES TAKEN OFF THE ACTIVE LIST

Their Position in 1913

In the Report of the Inspector for 1911 the names were published of those libraries which had been removed from the active list for non-compliance with the Act between the years 1905 and 1910, inclusive. As a result of investigation or correspondence the following have been either re-organized or their books transferred to another library in a more progressive community, or a High or Public School. Those now being corresponded with and that may yet be re-organized are shown separately.

(1) *Re-organized, etc.*

County	Library	No. of Books	County	Library	No. of Books
Bruce	Tiverton	1,884	Leeds	Newboro	494
Elgin	West Lorne	1,148	Nipissing	Haileybury	414
Grey	Flesherton	1,431	Parry Sound	Powassan	888
Huron	Fordwich	1,866	" "	Emsdale	1,140
Kent	Dresden	1,777	" "	Sundridge	1,070
			Waterloo	Linwood	709

(2) *Transferred to Other Libraries or Schools.*

Dundas	Inkerman To S.S. No. 6, Mountain.	182	Kent	Tilbury, E. To P. L., Tilbury.	1,682
Dundas	Morewood In care of P. S. Trustees.		Kent	Wheatley Books sold to Thamesville P. L., 1911.	1,641
Elgin	Vienna To H. S. Trustees.	504	Lambton	Aberarder To S. S. No. 15, Plympton.	3,208
Elgin	Port Burwell To S.S. 2, Bayham.	857	Parry Sound	Kearney To P. S. Trustees.	
Frontenac	Wolfe Island To Teachers' Assoc., Co. Frontenac.	337	Wellington	Hillsburg Books sold to pay liabilities.	1,350
Grenville	Algonquin To P. S. Trustees.	1,714			

(3) *Still in communication, with hope of Re-organizing in some cases.*

Addington	Tamworth	1,453	Leeds	Athens	1,544
Algoma	Nairn Centre	597	"	Elgin	584
"	Ophir	289	"	Addison	459
Bruce	Hepworth	1,011	Lincoln	Caistorville	379
Carleton	Munster	258	Middlesex	Granton	295
"	Kinburn	1,573	Muskoka	Severn Bridge	977
Dufferin	Melancthon	1,099	Ontario	Brougham	
Dundas	Dundela	401	"	Zephyr	1,327
Essex	Pelee Island	316	Parry Sound	Sprucedale	1,084
Frontenac	Mississippi	1,203	Peel	Cheltenham	2,583
Grenville	Burritt's Rapids	355	"	Lorne Park	443
"	Maitland	384	Peterborough	Havelock	426
"	North Augusta	1,498	Prince Edward	Bloomfield	1,804
"	Jasper	607	Renfrew	Burnstown	942
Grey	Holland Centre		Russell	Vars	990
"	Shallow Lake	1,061	Simcoe	Thornton	427
"	Bognor	1,383	Stormont	Finch	672
"	Maxwell & Feversham	383	Waterloo	Floradale	2,107
Haldimand	York	974	Wellington	Glen Allan	1,210
Huron	Molesworth	793	Wentworth	Binbrook	652
Kent	Highgate	1,627	"	Freelton	401
Lanark	Maberley	364	York, N.R.	Vandorf	2,215

NOTE.—Careful study of the above should lead to active missionary work by the officers of the Library Institutes interested.

"THE TRUSTEE AND THE CHILDREN'S DEPARTMENT"

Address delivered by Walter R. Nursey, Inspector of Public Libraries, Toronto, on "The Trustee and the Children's Department," at the thirteenth annual meeting of the Ontario Library Association at the Public Library, Toronto, March 24th, 1913:—

Mr. President and Members of the Ontario Library Association and Ladies and Gentlemen,—To-day it is my privilege to address you upon the important library topic of "The Trustee and the Children's Department."

"A room in the sunniest corner of the library building, ample shelves well stocked with books, low tables around which sit a score of children reading, whilst a sweet-faced woman helps them find the books they want and introduces them to the world of the great and wise, and finally an atmosphere of peace in which the hurly-burly of the outside world finds no place—this is what the public library should give, and in many places is giving, the children." So writes Walter Field in his "*Fingerposts to Children's Reading.*"

It is well we should remember that it is not so very long ago that children in the public libraries, like dogs in the parks, were unwelcome. All this is changed and to-day some of our public library trustees are raising the question whether the children are not getting more than their just share of attention, to the neglect of their elders.

Erstwhile doubting educationists are now ready to admit that the two great educational influences of the present age are the public library and the public school. The public library places—or if it does not it ought to—its resources at the command of the schools, the librarian giving of her practical knowledge of the child. The librarian talks to the children and tells them how to "find things" in books. The teacher fits a particular book to a particular want. The librarian is the specialist, skilled in the uses of books; the teacher is familiar with the child's constitution and habits. Thus the school becomes a branch library, a travelling library station.

The original idea of a children's library was to enable children to become systematically acquainted with literature. Above all things it should have open access. "The best way to render a child familiar with books," says Gilbert, "is to allow it to handle them. Books that are not true in their historical facts should find no place in a juvenile library." The public library of Denver, Colorado, claims to have opened the first children's room. The continent of Europe is forty or fifty years behind the United States and Canada in the development of public libraries in the interests of the child.

"The first aim of the Children's Department," says E. Lyman, "is to prepare the child to use the adult library easily and well; second, to so guide his reading that he will learn to know and love the best books." It is the librarian's business to bring the child and the book together at just this time.

The trustee should see to it, and this is a vital consideration, especially in the case of the erection of a new library building, that the rooms for the children should be large and sunny, and the furniture simple and practical. Referring to the question of school environment Mario Montessori places great emphasis on the furnishing of the schoolroom, the novel feature being "that the children may be free to go and come as they like *as in a library*, throughout the entire day." She tells us she had comfortable little chairs and armchairs made, some of wood and some of wicker, with a little washstand, so low that it could be used by even a three-year-old child. All the children were permitted to select the position which they found most comfortable.

In the library at Newark, New Jersey, there are two wash-basins in the corner of the children's room. No child with dirty hands is allowed to sit down to read. Experience has shown that four shelves high is about right for the shelving in the children's room, with adjustable shelves for the larger books. "One shelf," says M. E. Coming, "should be devoted exclusively to the best books for boys and another to the best books for girls." My own view is that owing to the dearth of good books for girls, they would often be better employed if they read the books for boys. On the walls for purposes of gratification and inspiration the trustees should hang attractive pictures. The Madonna, for example, as a Divine Mother, holding in her arms the babe who is greater than she. Those of you who have visited the Peterborough Library will have been struck by a magnificent copy of this triumph of art that surmounts the fireplace in the general reading-room. Good pictures, flowers and a cozy fireplace serve to heighten the cheerful effect of the children's room, and noiseless floors are a great advantage.

In the selection of pictures let the trustees pause and discriminate in their choice. Portraits of great men and good women, of animals, birds and flowers, and realistic scenes, depicting stirring episodes in the lives of British heroes and heroines.

The St. Joseph, Missouri, public library, as an experiment, purchased 1,600 stereoscopic views showing the customs and industries, and scenery of different countries. They have been an endless source of pleasure and instruction to the children. Illustrating for children is now a distinct and important branch of art. Some of the best artists have devoted their lives to the service of the child. The pictures in a child's book are as much to the child as the text—indeed often more. What the child wants is *life,* also something humorous without being vulgar.

Up to about thirty years ago the libraries in the United States were universally closed to children, but later, in compliance with the growth of rationalism, the age limit was dropped from eighteen to sixteen, then from sixteen to twelve, until finally, as in the case in Ontario, it was abolished entirely. No public library in this province can now impose an age limit without the approval of the Minister of Education. The trustee would do well to foster an alliance between the Sunday School, the clergy, and the library. The latter, as a class, have not, I regret to say, taken the active interest in the public libraries one would naturally expect. How are we to account for this? There are, of course, many notable exceptions.

The library, says a modern authority, should both supplement and be a feeder to the school, and likewise counteract the school, at any rate there should be at least a general atmosphere of homeliness in the children's room. The home must be brought into closer contact with the library than is perhaps possible in the school. To this end the trustee should regard the parent as a most important library factor.

Have you—I address myself to the trustees present—ever fallen in worship before the great and marvellous world that we thoughtlessly call "a little child's soul?" If so, you and I, if we watch the ceaseless observations and listen to the sometimes troublesome inquiry of the child, will be surprised at these acute—I was going to say "cute"—remarks upon all subjects within the range of its faculties. Most children can readily master meanings without, in some cases, the infantile help of the adult. This supposed need for perpetual explanations is more the result of our own crass methods of training and our own stupidity, and not that of the child.

Perhaps no more vivid characterization of a child has ever been sketched than by Kipling in his wonderful little verse:

"I have six faithful serving men, who taught me all I knew;
Their names are Why, and How, and What, and Where, and When and Who."

Then again:

"I know a person small,
Who has a swarm of serving men who get no rest at all,
She sends them abroad on her own affairs
From the moment she opens her eyes;
A hundred Whats, a thousand Wheres, and seven million Whys!"

The child, all said and done, is simply an embodied interrogation point!

The qualities of any person, whether they be health, character, efficiency, or what not, depend tremendously upon his environment and upbringing as well as upon possible hereditary endowments. Whatever a child's present environment may be, it will fall, remain, or rise with its thoughts, its vision, its ideal. It has been said that "the average child will become as small as its controlling desire; as great as its dominant aspiration."

I agree with Mr. McClure that no one can evade even voluntary impressions or escape their effect. Not one person or child is the same, or ever will be the same, when, for instance, he comes away from a lecture or a moving picture show, as he was when he went to it.

If noticeably uncongenial the trustee should try to improve the environment. Only in a few instances does the original freshness of childhood's promise remain after contact with the world. That so lost is rarely regained.

Of one thing we can rest assured that even "the little one who catches Christ's spirit and does things in Christ's way is sure, like Christ himself, to be conqueror of environment."

The responsibility for proper library environment for the child rests upon the trustee. He should realize that the child has a right to the best that is in us. The highest debt, the most sacred obligation that any community owes is to its children. "No matter what taxes upon property," says Wood Hutchinson, "is necessary to provide school houses, *a children's department in the library,* parks and play grounds, the *property owner must bear it.*"

Everyone of us should run his business in the interests of his children, or if childless, in the interests of those of his neighbour. If children at times prove incorrigible it is partly our own fault. Politics and government should all be run in the interest of the child that is growing up. No sacrifice is too great to make, no sum too large to demand for the proper development of children. In the children's department of the library we should have all the accessories for producing a sane mind in a sound body.

Mr. Durrant, of Runnymede, has told us that the Library Board that says it is doing all that it can do for its subscribers is untrue to its charge. Good for Mr. Durrant.

We cannot too highly reverence these profoundly wise and mysterious beings —I am speaking of the children, not the trustees—whom we never fathom. We should see behind the figure of every child the infinite line of past generations, before it the equally endless ranks of those to come. "The child," writes an authority, "is the sum of these dead ones, the hope of the unborn." Fit him then for life and for action, for service instead of superiority; for work, not for display. The one question now asked of any applicant for work in any department of life is not, "What credentials have you on file?" but "What can you do?" The boy or girl, man or woman who, in the language of the street, "holds down his job," does so by deeds and not by diplomas. Unfortunately the flower of a nation's youth is often sacrificed on the battlefield whilst the nation's future is determined by

the weak and unfit whom the recruiting sergeant rejects. "You are not good enough to be a soldier," Napoleon is reported to have said, "stay at home and be a father."

Carlton, the well-known sociological writer, estimates that about $200,000,000 of the United States public expenditures are chargeable to crime, and that the total annual income of its habitual criminals is about $100,000,000. To this great total of $600,000,000, he says, should be added the cost of lives taken, labour lost, property maliciously destroyed, the cost of locks, bolts, and safe-deposit vaults, to say nothing of the broken hearts and homes, the desolation and despair. This same writer estimates that the introduction of a thorough system of manual training, kindergartens, vacation schools, playgrounds, parental schools and *the Children's Department in our libraries,* would reduce the sum quoted by one-fourth, or by $150,000,000 annually, realizing a sum greater than was recently spent for the entire school system of the United States in one year. A decrease in juvenile crime to-day means a corresponding reduction of adult crime to-morrow. Victor Hugo says that every school opened means a prison closed. Surely we can apply this parallel with equal justification to the public library.

It would be well for the trustees to be firmly exacting as regards cleanliness in the children. One librarian reports that a certain mother sent her hearty thanks for a cake of soap presented to one of the most untidy kiddies. A good motto for a children's department might well read: "Clean hearts, clean hands, clean books."

The library trustee would also profit much if he would ponder the words of John Ruskin, who declared, "There was as yet no ascertained limit to the nobleness of person and mind which the child might finally attain by early observance of the laws of God." This comforting doctrine was echoed by Herbert Spencer, who proclaimed that "Whatever the best human nature is capable of, is within the reach of human nature at large *if inculcated in the child.*"

Shall we deny our children the fullest opportunity for acquiring vital knowledge that leads to self-conquest and achievement as regulated access to inspiring literature on the shelves of our public libraries should make possible?

"When the ardent longing for life is once aroused in the child," says Sara Bryant, "the fires of youth burn with a peculiar intensity. The budding susceptibility of sex makes the blood press harder. Everywhere, but especially in the factory and the street, adolescence is liable to storm and perversion." At this stage, then, the Library through the librarian—I think you will agree—could be made the sanctuary for the growing child.

Gabriel Compayre insists that the theory of education rests on two pillars: The study of the ideals of civilization and the study of the child in order to discover what rudimentary tendencies he may possess favourable to culture. For this purpose the children's department in a public library is especially designed, for the children's librarian should know the individual child as well as the books. To further this valuable possibility the library trustee should see to it that the children are made to feel that the library is like "home." The tendency of modern school life is to make all children uniform at the sacrifice of culture. They become the machine-made victims of hard and fast methods. This is essentially an age of formalism, "an age of devotion to method, and we are all peculiarly liable to become prisoners to conventionality." Formalistic uniformity is foreign to the spontaneity and individuality of childhood. I think it was Pestalozzi who pictured a society in which all primary education was carried on in the homes. Theoretically he was right, but we would have to select the homes.

Cut-and-dried methods are not, however, invariable, for I am reminded of a school principal who, when he had stripped the schoolroom and had given it over to the children and their toys, told his staff to "Keep the youngsters busy, but not to let them learn anything if they could help it." It is in this general connection of a personal interest in the individuality of the boys and girls in his library that the trustee can distinguish himself. I claim that he should plan his engagements so as to devote a part of at least one day out of every week to the juvenile work of the local library as punctiliously as he attends to his own business. I don't want to suggest that the trustee should *live* in the library. No man has a shred of right to accept the obligations that appertain to the position of a library trustee, especially where the welfare of the young is so largely at stake, unless he is wholly prepared to live up to his responsibilities.

Other workers with children should also be consulted by the children's librarians, and invited to the children's room. So much of deep and common sense has been uttered by previous speakers this afternoon in respect of the child's library life that I feel like a man shackled.

Miss Holmes referred this afternoon in her admirable address to the Story Hour. The story hour, as we have learned, is the legitimate work of libraries wherever possible. Now, as children are keen critics and intolerant of errors, "a Story-teller," says Sayers, "must be accurate." It is well to get a trustee to preside. The tale-teller should talk in a very subdued voice. It arrests attention and creates a hush. He should keep perfectly cool, be completely master of the audience, and come to a dead stop immediately there is any talking or interruption. *Convincing* story-telling is, of course, a heaven-born gift.

In this splendid building the children—we have been told—assemble here in throngs to participate in the Story Hour conducted by a member of the staff. At three other of the Toronto branches during the past year children's work has been organized.

I believe if more time were devoted to natural play and outside study, children would make greater progress. It has doubtless occurred to Mr. George Locke that a summer Story Hour conducted to the muffled accompaniment of street car traffic, fragrance of new mown grass, the whisper of leaves, and the whistle of the robins—on the library lawn attached to this delightful building, would add to the allurements that his Story Hours already present. In this particular the well-located country library that has a nicely kept lot in the rear of the building has a great advantage.

"The faculty of putting one's self in the place of others," says Felix Adler, "may be cultivated by means of fairy tales. Children are constantly called upon to place themselves in situations in which they have never been—alone in the world, hungry, away from home without protection. Their sympathies are thus aroused in a variety of forms."

The Minister of Education is not insensible to the lure of the value of the Story Hour. Miss Spereman, the Official Cataloguer of the Department, is instructed to introduce the Story Hour wherever and whenever it may be feasible in any library she visits. Her efforts have met with marked success.

"The child's delight in myth and fairy tales," says Wood Hutchinson, "is just beginning to be recognized by educationists as nature's royal road to learning."

"Fairy tales," as Mr. Wodson has told us, "stimulate the imagination, quicken the moral sentiments, and lead our children into the bright realms of the ideal."

Happy, breezy, wholesome true stories of the living world, inculcate a love of good reading.

This leads up to the question of books. I agree with Moses—not the lawgiver in this instance—but W. J. Moses, the student, also with Mrs. Hanna, Mr. Locke, Miss Black, Dr. Harley Smith, and others, who urge that only books of quality be given to the young. I would be tempted to strike off 50 per cent. of the older titles on the shelves of the children's rooms and substitute "adult" books. What the child wants is strong literature. Not "skilly," but real porridge. Books with plenty of good red blood, pure, invigorating, and uplifting.

We live in an age of adulteration and all kinds of "per cents." Let the trustee see to it that the children at least are provided with reading matter unadulterated and undefiled.

There are many books written in the past that have served their time, and are no longer of any practical worth to humanity.

To know one good book well is better than to know something about one hundred at second hand.

An adult reader must be superbly timid who feels no shame in confessing that he is wholly ignorant of a great many books.

According to a moderate calculation there are annually produced by the women of the world a hundred thousand novels and works of art. The thought occurs might not many of these products better have been boys and girls?

The three best foods for fancy ever invented are the spoken story, the drama, and the novel. The sanest, the most wholesome, the most accessible of these is the novel. It is as cruel to deprive a growing boy or budding girl of an abundance of wholesome, enjoyable fiction as it is to debar them from butter on their bread. But remember that a child should be taught to think of the labour it has cost to produce a book. Never to turn down its leaves, never to place it upon the table face downward, and never to read with dirty or inky fingers.

Occasionally, as you know, we meet with a specimen boy as precocious as the one that Mrs. McClung, of "Sowing Seeds in Danny" fame, once cleverly described to me. Stepping from the stoop of the general store in her home town in Manitoba, she turned to accost a small boy. "He 'sensed' me in a moment," she said, "then, scooting away as fast as his legs could carry him, called back, 'Gee! You can sow all the seeds you have a mind to in Danny, but you can't sow no seeds in me.'"

I have been busy the last few days trying to ascertain approximately the comparative circulation of books of Fiction and Non-Fiction among the children of the Free and Association Libraries of Ontario. I also wanted to discover what class of Juvenile Non-Fiction appeared to be most popular.

Up to Saturday last (March 22nd) only 277 libraries out of about 400 had rendered their annual reports for 1912. Of these 277 only 152, or 55 per cent. had kept a separate record of the circulation of their Juvenile Non-Fiction, under the ordinary eight classes of the Dewey classification.

Out of a total of 74,862 juvenile books in these 152 libraries, 44,216 were fiction and 30,646 non-fiction. The total circulation of these books of fiction reached 202,119 and non-fiction 120,150. The circulation of non-fiction representing say a little over 37 per cent. of the total combined circulation, and that of fiction a little less than 63. Of the non-fiction books, Geography and Travel headed the list in 40 libraries, Literature in 36, General works in 22, Natural Science in 22, History in 20, Sociology in 6, Biography in 5, and Useful Arts in 1.

These figures show that in 40 of these 152 libraries the desire of the majority of the juvenile readers was for a wider knowledge of the world they live in, a craving for travel. In a word, they were affected with wanderlust. Without attempting further analysis this would seem in part to show that the prevailing spirit of unrest which to-day possesses the human family is not exclusively confined to adults. Incomplete, and doubtless partly incorrect as these records may be, speaking generally they are sufficiently nearly correct to offer food for deepest reflection on the part of the library trustee. Had time permitted, a close analysis of the booksellers' invoices might have disclosed somewhat different results. It would be interesting to ascertain the comparative social characteristics of these 152 communities whose children are endowed with such dissimilar literary tastes, and whether it is chiefly among the children of the urban libraries that a tendency to study more non-fiction is developing.

It is hopeful, however, and much portent that books of Literature were the most popular in 36 libraries, and next upon the list after those on Geography and Travel.

I confess to an absorbing interest in the study of child life, and a deep-rooted concern in the welfare of the men and women yet to be. Any way, I hope to find time during the current year to exploit this inviting field of enquiry more thoroughly. In the country farm-house, in the city tenement, and in the school-room, as well as under its own roof, the juvenile department in the public library is bringing the child to a knowledge of a great new world, and in order to in part provide for this magnificent if pressing need, I would suggest to the Trustee that greater effort should be directed to the giving of entertainments in the library, of a class that would draw both men and women, the proceeds to be largely applied for the purchase of children's books.

In conclusion, I tender my sincere appreciation of the good work already accomplished by many of our library trustees in the interests of the "little ones," and venture to predict that the habit will soon become universal.

THE CANADIAN FREE LIBRARY FOR THE BLIND

(Cor. Medland and Annette Sts., West Toronto)

This Institute is growing in usefulness. It was established November 9th, 1906, with 81 volumes. It now has 3,790 volumes and 1,340 pieces of music. All systems of raised print are on its shelves. The circulation of books and music, 1907, was 996; in 1913 it had increased to 6,716. The post office carries its books free to readers in every province. I visited the library during the year and can testify to the high character and methods of the work as conducted. The value of the books, 3,675 in all, is placed at $3,300. Mrs. Marion Robinson, who for some years did excellent service as librarian, who retired, has been succeeded by Mr. C. S. Swift, M.A. Mr. E. W. Hermon still remains treasurer.

The Canadian Library for the Blind is worthy of wider recognition.

Group of some of the Staff and Students, Third Session, Summer Library School, 1913

Reading from left to right:—Top row: Miss C. McSherry; Miss M. Williams; Miss C. Lynn; Miss Alice M. Harris; Mr. W. R. Nursey, Inspector of Public Libraries; Miss K. Low; Mrs. C. S. Sproule; Miss D. Cross; Miss M. Duncan; Miss E. Jones. Second row: Miss L. Reddock; Miss M. Forman; Miss R. Parsons; Miss M. E. Cartwright, Instructor; Miss H. Young, Instructor-in-Charge; Miss P. Spereman, Instructor; Miss V. Trewin; Miss M. Spereman; Miss D. Robinson. Third row: Miss I. Clow; Miss H. Sweet; Miss N. Costello; Miss H. Bain; Miss O. Haig; Miss D. Reynolds; Miss J. Hunter; Miss Annie M. Harris; Miss J. Smith.

SUMMER SCHOOL FOR LIBRARIANS

The Minister having again recommended and obtained from the Legislature an appropriation amounting this year to $1,200 for the purpose of holding another Session of the Summer Library School (the first of which was held in 1911), authorized a Third Session which was held commencing Monday, June 2nd, closing June 30th, 1913.

Through the courtesy of the Board of Governors of the University of Toronto and Professor G. H. Needler, Acting Librarian, the Women's Reading Room in the Library Building was allotted for the purpose. The Session occupied four weeks.

Miss Hester Young, B.A., of the University of Toronto Library, was appointed Instructor in Charge under the direction of the Inspector of Public Libraries. The latter, owing to domestic bereavement, was unable to be present during the last days of the Session.

For the past two Sessions I have reprinted the prospectus in full. As copies of these were supplied to every one interested, and can yet be obtained upon application to the Inspector, it does not seem necessary to insert it in this report.

The course of study as in former years was planned to include the fundamental principles of library work in all its branches, on practical rather than theoretical lines, hoping to meet the wants of the average library, which class constitutes over 80 per cent. of all the libraries of the province, and the administration and requirements of which do not correspond with those of the urban libraries in the larger centres.

Instructions was again based upon the assumption that the student had but a limited knowledge of library essentials, hence the intention to first meet the needs of those desirous of undertaking an elementary course—a fundamental knowledge of library economy and methods—for which purpose practice work was made a special feature with the object of familiarizing the students with the daily routine of the average library. To meet growing demands, a longer course, embracing a wider sphere of tuition, might perhaps be instituted in the future.

Miss Young's instructional staff consisted of Miss Patricia Spereman of the Inspector's branch; Miss Adeline Cartwright, of Toronto, who had just completed a year's course at the Pratt Institute School at Brooklyn, N.Y., and Miss Lillian H. Smith, of the staff of the Toronto Public Library.

Courses of acceptable lectures on related subjects of high educational value were contributed by the experts who undertook similar work in 1912.

No entrance fee was required, and all necessary books and stationery were supplied by instruction of the Minister free of cost to the students. In addition to this, free transportation to and from their homes was provided to all students resident in Ontario.

I am unable to discover any Library School either in Canada, the British Empire, the United States, or any other country in the world, which extends such generous privileges.

An examination was held at the close of the Session.

Strong expressions of approval of this signal service, provided by the Minister to meet the pressing needs of library workers in the founding of such a course of study, have been voiced by representative speakers at every Library Institute in the country, and many letters of appreciation have been received.

Instructors:—

Miss Hester Young, B.A., Chief Cataloguer University of Toronto Library, Instructor-in-Charge.
Miss Patricia Spereman, Classifier and Cataloguer of Department of Education.
Miss Adeline Cartwright, of Toronto.—Pratt Institute, Brooklyn, N.Y.
Miss Lillian H. Smith, Head of Children's Department, Toronto Public Library.—Children's Work.
Mr. R. J. Hamilton, University of Toronto Press, Bookbinding and Repairing.

Lecturers on Special Topics:—

A. H. U. Colquhoun, B.A., LLD., Deputy Minister of Education.—Special Address.
Prof. L. E. Horning, B.A., Ph.D., Professor of Teutonic Philology, Victoria University, Toronto.—History of Literature.
E. A. Hardy, B.A., D.Paed.—Library History and Buildings.
W. O. Carson, Librarian, London Public Library.—Library Business and Secretarial Methods.
Miss Mary S. Saxe, Librarian Westmount Public Library, Montreal.
Walter R. Nursey, Inspector of Public Libraries.—Library Law, Library Institutes, Travelling Libraries.

Space does not permit the insertion of the daily programme of studies, hitherto printed in previous reports.

Names of Students who registered, alphabetically arranged

	Name	Position	Library	No. of Vols in Library	Classified and catalogued by the Dept.
1	Bain, Miss Helen I.	Asst. Librarian	Woodstock	9,397	Yes.
2	Clow, Miss Irene	.....	Toronto	.....	
3	Costello, Miss Nellie	.....	Toronto	.....	
4	Cross, Miss Dorothy	.....	Toronto	.....	
5	Duncan, Miss Mary	Member Library Board	Don	1,399	Yes.
6	Forman, Miss Myrtle	Librarian	Grimsby	.....	No.
7	Haig, Miss Ora	Librarian	Campbellford	3,822	Yes.
8	Hallett, Miss A. C.	Asst. Librarian	Ag. Coll., Guelph.	.....	
9	Harris, Miss Annie M.	Librarian	Guelph	16,981	No.
10	Harris, Miss Alice M.	.....	Toronto	.....	
11	Hunter, Miss Jean	Asst. Librarian	Fort William	8,775	No.
12	Jones, Miss Elizabeth	Asst. Librarian	Newmarket	3,576	No.
13	Low, Miss Kathleen	.....	Toronto	.....	
14	Lynn, Miss Charlotte	.....	Toronto	.....	
15	McSherry, Miss Catherine	.....	Ingersoll	4,959	Yes.
16	Parsons, Miss Ruth	.....	Forest	.....	No.
17	Reddock, Miss Lydia	.....	Toronto	.....	
18	Reynolds, Miss Dorothy	.....	Toronto	.....	
19	Robinson, Miss Dora E.	Asst. Librarian	Port Arthur	6,251	Yes.
20	Rudd, Miss Jennie	Librarian	Clinton	6,535	No.
21	Smith, Miss Jean	Asst. Librarian	Sault Ste. Marie.	3,437	No.
22	Spereman, Miss Marguerite	.....	Sarnia	.....	No.
23	Sproule, Mrs. S. C.	Librarian	Barrie	6,384	No.
24	Sweet, Miss Helen	Asst. Librarian	Sarnia	9,418	
25	Trewin, Miss Verna	.....	Toronto	.....	
26	Williams, Miss May	.....	Toronto	.....	
27	Bright, Miss Olive	(Occasional) Educational Library	Toronto	.....	Partly
28	Bemister, George	(Occasional) Member of Library Board	Haliburton	1,427	
29	Climie, Miss Lillie R.	Librarian	Listowel	4,036	
30	Thompson, Miss Mary E.	.....	.....	.....	
				86,397	

From the above it will be seen that out of 30 students registered, 14 were from libraries containing a total of 86,418 books, ten of which had been classified under the Dewey System, showing an increase in total books represented—exclusive of the 35,000 books of the Educational Library at the Normal School—of 38,311, or 75 per cent. as compared with 1912.

Of the 30 students registering four took a partial course only and could not qualify for an examination.

In the case of Miss Jean R. Hunter, of Fort William, she was unable—due to illness—to complete her examination, and though last upon the list, her actual qualifications entitled her to better rank.

List of Students who Completed the Course in the Order as Given:

1. Robinson, Miss Dora Edna.
2. Hallett, Miss Annie O.
3. Spereman, Miss Marguerite.
4. Sweet, Miss Helen P.
5. Bain, Miss Jessie Helen.
6. Rudd, Miss Minnie G.
7. Harris, Miss Annie Maud.
8. Reynolds, Miss Dorothy.
9. Harris, Miss Alice Maud.
10. Duncan, Miss Mary Edith.
11. Haig, Miss Oro.
12. Smith, Miss Jean Florence.
13. Cross, Miss Dorothy.
14. Low, Miss Kathleen Marion.
15. Clow, Miss Emma E. I.
16. Forman, Miss Myrtle E.
17. Lynn, Miss Charlotte Wallace.
18. Reddock, Miss Lydia.
19. Costello, Miss Ellen Mary.
20. Williams, Miss May.
21. Parsons, Miss Ruth Irene.
22. McSherry, Miss Catharine.
23. Sproule, Mrs. Sarah C.
24. Jones, Miss Elizabeth A.
25. Thewin, Miss Verna.
26. Hunter, Miss Jean Robertson.

A SELF-EXPLANATORY LETTER

University Library Building,
Toronto, June 30th, 1913.

Hon. R. A. Pyne, M.D.,
Minister of Education.

Dear Sir,

"We, the students of the Ontario Summer School for Librarians of 1913, desire to express our sincere appreciation of the opportunity afforded us of attending the School by you as Minister of Education, through Mr. Walter R. Nursey, Inspector of Public Libraries, who has been untiring in his efforts for our welfare during the Session."

The signatures of the students followed.

This appreciation was received from Miss Young, Instructor in charge:

University of Toronto Library,
Toronto, Canada, July 7th, 1913.

Mr. W. R. Nursey,
Inspector of Public Libraries.

"It has been a most interesting, although arduous, experience. The students were good workers, keen and enthusiastic, making up in these things for their lack of knowledge and general disregard of method. We have tried to set them in the right way and have urged them to take advantage of any further training which may offer. We have all worked together in peace and pleasantness. Miss Cartwright was thorough and painstaking and lived up to her record. Miss Spereman was invaluable.

The students seem to have liked us, for they gave us parting gifts—to the two youthful instructors beauty pins, to me the cheerful solace of a Crown Derby tea-cup.

My one regret was that your guiding hand had to be withdrawn. We all felt the deepest sympathy with you during your hard and trying experience."

IMPORTANT NOTICE

The library workers who contemplate taking the course—the 4th Session—which it is proposed to hold in the early summer of 1914—should file their entrance applications with the Inspector without delay.

TRAVELLING LIBRARIES

List of Travelling Libraries Loaned by The Department of Education from 1st Nov., 1912, to 31st Dec., 1913

Name	No. Loaned	Public Libraries	Women's and Farmers' Institutes	Communities and Study Clubs
1*Ancaster	1	....	W.I.	.....
2*Anten Mills	1	....	W.I.	.....
3 Aspden	1	....	W.I.	.....
4*Athens	1	....	W.I.	.....
5*Attercliffe Station	1	....	W.I.	.....
6 Atwood	1	P.L.	.....	.....
7*Avening	1	....	W.I.	.....
8 Bailieboro	1	....	W.I.	.....
9*Ballinafad	1	....	W.I.	.....
10 Baltimore	1	....	W.I.	.....
11 Bancroft	1	....	W.I.	.....
12 Bardsville	1	....	W.I.	.....
13 Barrie Island	1	....	W.I.	.....
14*Battersea	1	....	W.I.	.....
15*Baymouth (S)	1	....	W.I.	.....
16 Beechwood	1	....	W.I.	.....
17*Bentpath	1	....	W.I.	.....
18*Big Lake	1	....	W.I.	.....
19*Birkendale	1	....	W.I.	.....
20*Blake	1	....	W.I.	.....
21 Bowmanville	1	P.L.	.....	.....
22*Bromley	1	....	W.I.	.....
23 Brooksdale	1	....	.....	S.C...
24*Burnt River	1	....	W.I.	.....
25 Burtch	1	....	W.I.	.....
26*Calabogie	1	....	W.I.	.....
27 Caledon	1	P.L	.....	.....
28*Calvin	1	....	W.I.	.....
29*Cameron	1	....	W.I.	.....
30*Canboro	1	....	W.I.	.....
31*Carr	1	....	W.I.	.....
32*Carterton	1	....	W.I.	.....
33*Centreton	1	....	W.I.	.....
34*Charlton	1	....	W.I.	.....
35*Chatham	1	....	.....	S.C...
36*Chatsworth	1	....	W.I.	.....
37 Chesley	1	....	W.I.	.....
38*Chester's Corners	1	....	W.I.	.....
39 Clavering	1	....	W.I.	.....
40*Cobalt	1	....	.....	YMCA
41*Coboconk	2	....	W.I.	.....
42*Cobourg	1	P.L.	.....	.....
43*Colinville	1	....	.....	S.C...
44*Collingwood	1	P.L	.....	.....
45*Collins Bay	1	....	W.I.	.....
46 Colbeck and Monticello	1	....	W.I.	.....
47 Colpoy's Bay	1	....	W.I.	.....
48 Conestogo	1	....	W.I.	.....
49 Consecon	1	....	W.I.	.....
50*Corbetton	1	....	W.I.	.....
51*Cornwall Centre	1	....	W.I.	.....
52*Crampton	1	....	W.I.	.....
53 Cumnock	1	....	W.I.	.....
54*Damascus	1	....	W.I.	.....
55*Depot Harbour	1	....	.....	S.C...
56*Drummond	1	....	W.I.	.....
57 Dundonald	1	....	W.I.	.....
58*Duthill	1	....	W.I.	.....
59*East Korah	1	....	W.I.	.....
60*Eberts	1	....	W.I.	.....
61*Echo Bay	1	....	W.I.	.....
62*Edgar	1	....	.....	S.C...
63*Edgeley	1	....	W.I	.....
64 Elgin	1	....	W.I.	.....
65*Elia	1	....	W.I.	.....
66*Elk Lake	2	P.L	.....	.....
67*Elmbank	1	....	W.I.	.....
68*Elmvale	1	P.L.	Don't'n	.....
69*Elmview	1	....	W.I.	.....
70 Essex	1	P.L.	.....	.....
71*Eugenia Falls	1	....	W.I.	.....
72 Everett	1	....	W.I.	.....
73*Feronia	1	....	W.I.	.....
74*Fingal	1	....	W.I.	.....
75 Forest	1	....	.....	S.C...
76 Fort William	7	P.L	.....	.....
77 Foxboro	1	....	W.I.	.....
78*Fox Point	1	....	.....	S.C...
79*Fulton and Grassie	1	...	W.I.	.....
80 Galetta	1	....	W.I.	.....
81*Garden Hill	1	....	F.I.	.....
82*Garden Hill	1	....	W.I.	.....
83*Glasgow	1	....	W.I.	.....
84*Goodwood	1	....	W.I.	.....
85*Gordon	1	....	W.I.	.....
86 Gorrie	1	....	W.I.	.....
87 Grafton	1	....	W.I.	.....
88 Gravenhurst	1	P.L	.....	.....
89*Greenbank	1	....	W.I.	.....
90*Greenway	1	....	W.I.	.....
91*Hampstead	1	....	W.I.	.....
92*Hampton	1	....	W.I.	.....
93*Hartford	1	....	W.I.	.....
94*Hastings	1	P.L.	.....	.....
95*Heathcote	1	....	W.I.	.....
96*Hope Bay	1	....	W.I.	.....
97*Hotham	1	....	W.I.	.....
98*Iroquois	1	P.L.	.....	.....
99*Islay	1	....	W.I.	.....
100*Jacksonboro	1	....	.....	S.C...
101*Jamestown	1	....	W.I.	.....
102*Keewatin	1	....	.....	C.....
103 Kerwood	1	....	W.I.	.....
104*Kettleby	1	....	W.I.	.....
105*Kimberley	1	....	W.I.	.....
106*Kinburn	1	....	W.I.	.....
107*Kingston	1	P.L.	.....	.....
108*Kirkton	1	P.L	.....	.....
109 Kleinburg	1	....	W.I.	.....
110*Larocque	1	....	.....	S.C...
111 Laurel	1	....	W.I.	.....
112*Lindsay	1	....	.....	S.C...
113*Lochwinnoch	1	....	W.I.	.....
114*Longford Mills	1	....	.....	C.....

NOTE.—Those marked with an asterisk (*) are new places.

Travelling Libraries—Continued

Name	No. Loaned	Public Libraries	Women's and Farmers' Institutes	Communities and Study Clubs
115*Lorneville	1	....	W.I.	.....
116*Lount	1	....	W.I.	.....
117*Lucan	2	P.L.	.....	.....
118*Lucknow	1	....	W.I.	.....
119*Luton	1	....	W.I.	.....
120 Lyn	1	P.L	.....	.....
121 Madoc	2	P.L.	Don't'n	.....
122 Magnetawan	1	....	W.I.	.....
123 Manvers	1	....	W.I.	.....
124*Marsville	1	....	W.I.	.....
125 Massey Station	1	....	F.I.	.....
126*Matheson	1	....	W.I.	.....
127*Meaford	1	....	.....	S.C...
128*Midlothian	1	....	W.I.	.....
129*Mitchell Square	1	....	W.I.	.....
130 Newboro	1	....	W.I.	.....
131*Niagara Falls	1	....	.....	S.C...
132 North Cobalt	1	....	W.I.	.....
133*Orkney	1	....	W.I.	.....
134 Oxdrift	1	....	W.I.	.....
135*Palermo	1	....	W.I.	.....
136*Poplar	1	....	W.I.	.....
137*Port Franks	1	....	.....	C.....
138 Port Rowan	1	P.L	.....	.....
139 Port Sydney	1	....	W.I.	.....
140*Puslinch	1	....	W.I.	.....
141*Ravenna	1	....	W.I.	.....
142*Reaboro	1	....	W.I.	.....
143*Restoule	1	....	W.I.	.....
144*Rocklyn	1	....	W.I.	.....
145 Richmond Hill	1	P.L.	.....	.....
146 Runnymede	2	P.L.	.....	.....
147 Runnymede	1	....	.....	S.C...
148 Sault Ste. Marie	1	....	W.I.	.....
149*Schumacher	1	....	.....	S.C...
150*Sebringville	1	....	W.I.	.....
151 Shirley	1	....	W.I.	.....
152*Smith's Falls	1	....	.....	S.C...
153*Snelgrove	1	....	W.I.	.....
154*Springbrook	1	....	W.I.	.....
155*Springford	1	....	W.I.	.....
156 St. Jacobs	2	....	W.I.	.....
157 Stirling	1	....	W.I.	.....
158*Stittsville	1	....	W.I.	.....
159 Strange	1	....	.....	S.C...
160*Strathnairn	1	....	W.I.	.....
161 Sunnidale Corners	1	....	W.I.	.....
162*Temiskaming (S')	1	....	.....	S.C...
163*Thames River	1	....	W.I.	.....
164*Thistletown	1	....	W.I.	.....
165 Thornloe and Sunnyside	1	....	W.I.	.....
166 Thorold	1	P.L.	.....	.....
167*Uno Park	1	....	W.I.	.....
168*Wallacetown	1	....	W.I.	.....
169*Walsh	1	....	W.I.	.....
170*Warminster	1	....	W.I.	.....
171*Warsaw	1	....	W.I.	.....
172 Warwick	1	....	W.I.	.....
173 Wellington	1	....	W.I.	.....
174 Windermere	1	....	W.I.	.....
175 to 180 Reading Camp Association per Rev. J. Fitzpatrick. Special libraries donated, including educational books, pens, pencils, slates, etc.	6	....	.....	C.....
181-196, Applications received but not filled, 31st December, 1913	16	3	6	7
Totals	208	34	140	34

NOTE.—Those marked with an asterisk (*) are new places, 118 in all. Nos. 68 and 121 were Donations.

EXPLANATORY

As will be seen by the circulation table above, the Travelling Libraries loaned totalled 207, an increase of 40 libraries over the number loaned in 1912. Notwithstanding the fact that the shipping clerk was transferred, and no one allotted in his place for seven months, and a vault the only "workshop," the results are the more surprising. (*See Report for* 1912, *page* 649.)

BOOKS ON SEX HYGIENE

Certain selected books on Sex Hygiene approved by the presidents of some of the Women's Institutes to whom they were submitted for criticism have been loaned to a few of those referred to. From reports received these have been used for individual —not for class—instruction, and with most satisfactory results.

TRAVELLING LIBRARIES

Tributes to the Work

"The character of the volumes leaves nothing to be desired."—ROBERT BRYDON, Strange, Ont.

"I had no idea that there was such a wealth of information in the books, and the more I study them the more appears to be learned."—BERT SMITH, Colinville, Ont.

"They will prove a most valuable help to me, and I cannot thank you sufficiently for the great trouble which you have so kindly undertaken to help me."—REV. C. E. EMERSON, Depot Harbour, Ont.

"We find it a very valuable addition to our small library."—A. M. DRIVER, Secretary Public Library, Kirkton, Ont.

"The books have been very useful and have been much prized, and a fair number of them have been used. The men have been most unwilling to have them returned, as they prized the privilege of being able to get them."—JNO. W. BICKLE, Sec. Pub. Library, Cobourg, Ont.

"The public have appreciated the books, and some are just awakening to the fact that there are volumes there of the greatest practical help."—MAUD WILLIS, Sec. Pub. Library, Lucan, Ont.

"We are very grateful for the Travelling Library. We thank you in the name of this branch of the Women's Institute."—HATTIE E. CRAGG, Sec. W. I., Greenbank, Ont.

"We thank you sincerely for the splendid selection of books. They appealed to our readers. Am sure your personal interest had much to do with such an excellent choice."—MAUD WILLIS, Sec. Pub. Library, Lucan, Ont.

"We hope to do justice to your efforts put forth on our behalf."—EDNA M. BOX, Sec. W. I., Calabogie, Ont.

"The books arrived in good shape and better than we expected."—BELLA PORTER, Sec. W. I., Carterton, Ont.

"You will be pleased to know that the introduction I gave of Mr. Hawkes, Regina, to you is bearing fruit, and that in the Province of Saskatchewan legislation is likely to be introduced which may mean adoption in some measure of the excellent system you have inaugurated in Ontario."—E. H. SCAMMELL, organizing Sec., Canadian Peace Centenary Association, Ottawa.

"We do our visiting there with our staff, and when a town decides to build a library in Wisconsin we help in the selection of an architect and in every way we can, but we haven't got what you people have got here—State aid. In Massachusetts they give a library one hundred books outright, and through successive generations people have to wait to read the one hundred books. We think it is a better plan to send one hundred books and change them every six months for an entirely new set. We have over one thousand travelling libraries going now. You have here one inspector to cover 219,000 square miles of territory. I was figuring out yesterday if Mr. Nursey did it as we do it in Wisconsin, it would take fourteen years, working every day of the week, to visit each library and district once. If I were in Mr. Nursey's place, I should be simply staggered at the whole proposition. We have a library selected, and we send out thirty-five sets in the field; the librarians make catalogues, shelf lists, fix up catalogues. It gives the library constant work, experience, and it renders to that library very practical help, and in addition to that we have seven other people doing the work in the State of Wisconsin that one man does here. (Applause.) I think he ought to get a Carnegie Hero Medal."—MISS LUTIE E. STEARNS, Wisconsin Free Library Commission, Madison, Wis., at Annual Meeting of O. L. A., Toronto.

BOOKS ON HEALTH AND HYGIENE

A list of books on "Health and Hygiene," suggested by Dr. J. W. McCullough, Chief Officer of Health, Ontario.

"The Health of the School Child," "The Medical Inspection of School Children"; by W. Leslie Mackenzie.

"Health of the City," Hollis Godfrey. Houghton, Mifflin Co.

"Making of an American," "Battle with the Slums," "How the Other Half Lives," "Children of the Tenements"; Jacob A. Ries. Macmillan Co.

"Simple Lessons on Health," Sir Michael Foster. Macmillan Co.

"Human Physiology," Wm. Furneany. Longmans, Green Co.

"Hygiene for School Teachers," Watt Smyth. Simpkin, Marshall.

"Practical Hygiene," Parkes, 4th ed. Blakiston.

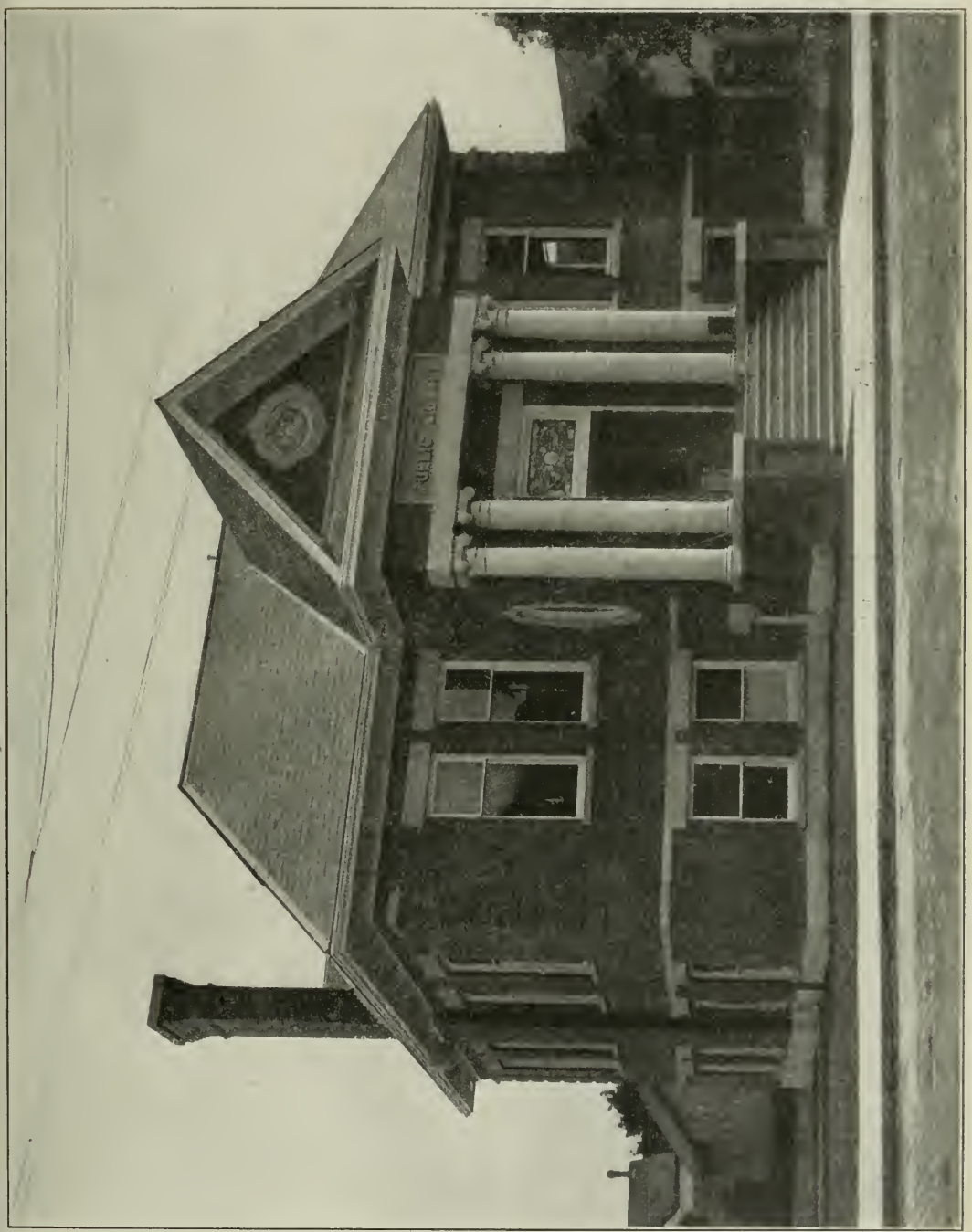
"Prevention of Disease," Bulstrode. V. I and II, Funk & Wagnalls.

"Smallpox and Vaccine," Edwards. H. K. Lewis.

"Houseflies," Hewitt. Cambridge University Press.

"Tuberculosis," Knoph. Moffatt, Yard & Co.

"Milk and the Public Health," Savage. Macmillan.



Seaforth Public Library

CIRCULATION TABLE

Showing the total number of Books of Non-Fiction and Fiction and the circulation of all several FREE Public Libraries of the Province, compiled from the Annual Juvenile Circulation separately with a separate column for Fiction. Also showing the total number of each of these two

Number	Name of Library	Total No. of Books	1 General Works		2 Philosophy		3 Religion		4 Sociology		5 Philology		6 Natural Science		7 Useful Arts	
	FREE		A	J	A	J	A	J	A	J	A	J	A	J	A	J
1	Acton	3,331	.....	...	.....	...	.....	...	.....	...	.....	..	.....	...	.....	.....
2	Ailsa Craig	2,697	146	54	31	2	299	7	9	3	.....	..	113	33	126	37
3	Amherstburg	5,977	7	...	1	...	88	...	2	...	.....	..	133	...	118	.....
4	Alton	4,800	303	...	11	...	47	...	7	...	.....	..	30	...	47	.....
5	Arnprior .	3,025	845	...	.....	...	50	...	3	...	.....	..	227	...	6	.....
6	Arthur ...	3,105	503	...	.....	...	229	...	4	...	.....	..	279	...	20	.....
7	Aurora ...	3,525	653	58	4	...	165	...	69	...	.....	..	218	...	.....	.....
8	Aylmer ...	6,533	820	77	8	...	281	...	5	...	.....	..	466	...	30	.....
9	Ayr	4,313	165	...	.....	...	280	...	.....	...	.....	..	.....	...	465	.....
10	Beeton ...	2,339	233	...	.....	...	277	...	.....	...	.....	..	.....	...	118	.....
11	Belleville .	6,399	.....	...	75	...	136	...	174	...	11	..	201	...	63	.....
12	Berlin	10,559	16	...	124	4	175	7	311	64	25	..	484	88	342	24
13	Bothwell .	2,416	75	101	.....	...	29	...	.....	1	.....	..	107	1	.....	.....
14	Bracebridge	4,466	161	...	46	1	184	...	145	15	3	..	243	22	133	6
15	Brampton	6,468	17	...	38	...	135	14	139	11	10	..	252	51	102	2
16	Brantford	23,252	31	...	104	...	878	9	701	...	.....	..	934	139	376	16
17	Brighton. .	3,707	.....	...	1	...	86	...	66	3	.....	..	251	...	21	.....
18	Brockville	12,754	1	8	81	1	167	8	207	79	8	..	295	39	147	27
19	Brussels ..	4,108	347	...	2	...	157	1	2	...	86	..	476	1	1	.....
20	Burk's Falls	3.005	429	...	.....	...	208	...	.....	3	84	..	146	5	.....	.....
21	Caledon ..	3.840	1.010	...	.....	...	150	...	2	...	.....	..	241	...	1	.....
22	Campbellf'rd	3,777	.....	122	.....	...	359	...	82	3	.....	..	130	1	3	.....
23	Cardinal ..	2,359	447	...	1	...	58	...	.....	...	.....	..	.....	...	106	.....
24	Carleton Place	6,116	666	360	.....	...	247	...	.....	...	.....	..	281	...	.....	.....
25	Chatham ..	8,360	265	7	111	...	231	8	227	8	13	4	261	29	186	14
26	Chesley ...	3,200	239	...	.....	...	130	...	.....	...	.....	..	174	...	.....	.....
27	Clifford ...	4,321	889	159	.....	...	139	...	.....	...	81	..	20	2	231	.....
28	Clinton ...	6,535	69	...	.....	...	301	...	8	...	2	..	.....	...	.....	.....
29	Collingwood	7,610	143	...	133	...	284	...	271	...	5	..	413	...	543	.....
30	Copper Cliff	1,707	149	22	6	...	17	...	2	...	.....	..	9	1	.....	.....
31	Cornwall .	5,884	28	...	11	...	105	...	35	14	11	..	79	33	74	19
32	Delhi	1,862	2	...	37	...	54	1	19	1	.....	..	91	7	19	2
33	Deseronto	6,449	2,057	1	.....	...	.....	...	14	1	.....	..	38	11	28	9
34	Drayton ..	3,344	196	...	45	...	79	4	84	6	.....	..	176	9	106	2
35	Dundas ...	7,419	118	3	169	3	171	5	252	26	20	..	603	47	284	17
36	Durham ..	4,152	.....	...	.....	...	98	...	.....	...	.....	..	.....	...	488	.....
37	Elmira ...	3,495	15	...	40	...	40	...	61	1	.....	..	74	9	57	5
38	Elora	7,180	6	...	163	6	309	7	364	26	43	..	659	60	388	12
39	Erin	2,502	507	87	.....	...	77	12	1	1	.....	..	118	61	8	.....
40	Essex	3,130	.....	...	40	...	244	4	148	9	.....	..	137	29	50	7
41	Exeter	4,788	70	8	92	...	294	...	73	...	162	..	344	...	50	.....
42	Fergus ...	5,437	100	...	75	...	339	1	176	...	42	..	418	29	257	20
43	Forest	.....	.....	...	.....	...	.....	...	.....	...	.....	..	.....	...	.....	.....
44	Fort William	8,775	33	...	122	1	204	24	458	51	37	..	398	74	421	25
45	Galt	8,727	.....	...	60	...	361	10	109	...	45	..	323	52	334	17
46	Gananoque	3,778	2	10	23	3	58	3	43	14	18	..	57	38	21	9
47	Garden Island....	6,139	6	1	4	...	117	...	8	...	1	..	.....	...	1,450	16
48	Georgetown	3,378	782	87	.....	...	5	...	1	...	.....	..	378	4	2	1
49	Goderich .	5,549	515	110	145	4	263	2	142	...	.....	..	137	16	245	.....
50	Grand Valley	3,459	377	...	.....	...	175	2	.....	...	.....	..	128	4	21	1
51	Gravenhurst	2,525	196	...	.....	...	24	...	.....	...	.....	..	116	...	.....	.....
52	Grimsby ..	5,171	.....	...	.....	...	.....	...	.....	...	.....	..	.....	...	.....	.....
53	Guelph ...	15,272	59	...	224	...	737	8	732	22	44	..	614	172	713	22

CIRCULATION TABLE

of the Thirteen Classes of these Books under the Dewey Decimal Classification, in the Reports of all Libraries reporting in 1913 for 1912. Further showing Adult and the ratio of circulation of all the Books of Non-Fiction and Fiction compared with classes of Books in each Library.

Number	8 Fine Arts		9 Literature		10 History		11 Biography		12 Geography and Travel		13 Total Non-Fiction		14 Total Fiction		15 Grand Total of circulation	16 Ratio of circu. to Books in Library	Books circulated per capita of population
	A	J	A	J	A	J	A	J	A	J	A	J	A	J			
1	.....	...	.....	.....	.....	...	.....	...	.....	...	2,404	240	551	136	6,767	2	4
2	68	14	455	86	76	18	251	15	220	20	1,903	289	427	78	3,064	1½	....
3	108	...	1,183	.....	434	...	96	...	345	...	3,295	.....	2,209	473	14,723	2½	5½
4	42	...	983	.....	381	15	111	35	377	...	2,499	50	2,153	148	3,760	2½	7½
5	.....	...	155	.....	366	...	164	...	408	...	2,272	.....	753	.....	2,997	1	....
6	100	...	385	.....	337	...	236	...	306	...	2,399	.....	706	.....	2,303	¾	2½
7	.....	...	446	.....	485	...	99	...	502	...	2,699	58	826	.....	7,164	2	3½
8	2	...	293	.....	660	...	424	...	844	...	4,655	77	1,660	32	11,788	1⅛	5⅛
9	.....	...	728	.....	437	...	439	...	468	41	3,069	41	1,203	.....	7,268	1⅛	8⅛
10	.....	...	420	.....	301	...	147	...	188	...	1,724	.....	615	.....	1,117	½	1½
11	90	...	399	.....	499	...	410	...	441	...	2,499	.....	3,900	.....	31,579	5	3
12	260	31	1,069	47	684	73	625	45	705	134	5,898	570	3,604	487	34,210	3½	2
13	1	...	674	.....	216	...	87	...	341	...	1,543	105	750	18	3,674	1½	5
14	25	4	267	2	319	22	348	20	216	16	2,131	108	1,798	429	5,772	1¼	2
15	85	12	385	8	382	9	339	15	434	29	2,461	170	3,171	701	22,938	3½	6
16	237	...	1,877	193	1,242	66	1,623	14	1,176	7	10,376	478	9,594	2,802	106,473	4½	4⅓
17	.....	...	638	31	467	18	183	...	659	54	2,397	111	1,052	147	5,510	1½	3½
18	140	10	643	32	819	39	820	...	778	85	4,786	362	5,460	2,146	19,639	1½	2
19	.....	...	643	105	372	1	316	1	454	1	2,950	109	947	102	6,044	1½	5
20	.....	6	529	10	407	4	160	11	296	26	2,392	65	454	94	3,259	1	3
21	.....	...	757	.....	317	...	109	...	229	...	3,061	.....	779	.....	1,468	⅛	2
22	54	...	290	.....	468	...	183	2	310	...	1,948	152	1,666	13	11,292	3	3⅜
23	.....	...	202	.....	355	...	118	2	310	...	1,620	2	658	79	3,016	1¼	2½
24	.....	...	1,091	.....	630	...	221	...	792	...	3,977	360	1,779	.....	9,786	1½	2½
25	125	15	388	46	598	57	674	58	373	61	3,920	426	2,823	699	28,059	3½	2½
26	.....	...	805	.....	446	...	139	...	558	...	2,491	361	348	.....	4,396	1	2½
27	1	...	28	.....	553	15	172	1	384	1	2,733	421	1,093	75	3,634	⅝	3½
28	500	...	1,026	.....	565	...	360	...	516	...	3,347	926	2,262	.....	16,011	2½	7
29	197	...	510	.....	680	...	497	...	770	...	4,953	332	1,898	427	16,099	2	2
30	.....	...	48	13	54	3	31	1	51	13	367	53	1,079	208	4,831	2⅛	1½
31	16	...	993	462	371	287	92	2	169	252	2,548	1,069	1,493	774	15,391	2⅛	2¼
32	.....	...	112	5	127	3	82	3	85	7	631	29	1,012	190	2,353	1¼	2½
33	5	...	144	19	897	13	361	3	799	5	4,383	185	1,658	178	12,644	2	5½
34	29	1	185	4	252	11	225	10	151	24	1,528	71	1,197	310	5,257	1½	6½
35	146	7	728	19	507	13	581	23	743	32	4,782	195	1,988	452	21,305	3	5
36	.....	...	1,010	.....	414	...	467	...	332	...	2,875	.....	1,275	.....	5,307	1¼	3¼
37	20	1	224	7	204	7	116	5	107	17	1,024	52	2,148	271	5,985	1 1/16	3
38	190	19	966	28	652	11	702	10	802	50	5,269	229	1,344	338	7,614	1	6¼
39	1	...	334	101	152	98	75	...	154	43	1,448	403	476	175	3,746	1½	7½
40	52	...	294	5	238	14	243	6	185	28	1,729	102	1,174	125	4,174	1¼	3
41	75	...	926	80	622	...	170	...	550	...	3,428	88	1,010	36	9,554	2	6
42	52	...	478	64	654	40	504	29	463	79	3,660	287	1,365	125	5,502	1	3½
43	.....	...	.....	.....	.....	...	.....	...	.....	...	.....	.....	.....	.....	.....	.....	.....
44	299	30	662	56	593	49	582	76	475	52	4,721	505	2,775	774	58,780	6½	2½
45	186	6	1,614	65	944	49	808	18	708	...	5,851	217	1,963	696	44,490	5	4
46	35	3	191	8	281	21	145	7	152	23	1,120	139	2,135	384	14,263	4	3½
47	.....	...	1,242	6	751	9	267	1	690	25	4,670	58	1,301	110	1,163	⅛	9
48	2	...	9	2	550	4	219	3	355	1	2,316	102	887	73	7,427	2¼	4½
49	37	..	463	33	745	6	310	5	327	46	3,669	222	1,322	336	16,348	3	3½
50	1	...	694	5	391	6	167	...	345	9	2,320	27	946	166	4,250	1¼	5½
51	.....	...	1,192	80	184	...	17	...	397	...	2,249	86	196	.....	4,957	2	2¼
52	.....	...	.....	.....	.....	...	.....	...	.....	...	.....	.....	.....	.....	16,080	3	9
53	558	20	1,420	47	1,154	46	1,626	38	1,575	60	9,888	436	4,205	743	50,781	3⅛	3⅛

CIRCULATION TABLE

Showing the total number of Books of Non-Fiction and Fiction, and the circulation of the several Public Libraries of the Province, Free, compiled from

Number	Name of Library Free	Total No. of Books	1 General Works		2 Philosophy		3 Religion		4 Sociology		5 Philology		6 Natural Science		7 Useful Arts	
			A	J	A	J	A	J	A	J	A	J	A	J	A	J
54	Hagersville	2,162	260	...	147	...	53	...	7	...	.....	..	13	...	42	.....
55	Hamilton .	44,368	4,077	...	.....	...	1,869	...	386	...	.....	..	.....	...	5,263	.....
56	Hanover ..	1,565	184	...	.....	...	53	...	.....	...	.....	..	88	...	.....	.....
57	Harriston .	3,547	261	...	2	...	129	...	8	1	.....	..	179	3	60	1
58	Hensall ...	2,151	109	10	.....	...	124	...	.....	3	1	..	105	8	.....	6
59	Hespeler...	4,430	.....	210	.....	...	.....	...	.....	...	.....	..	328	...	.....	.....
60	Ingersoll .	4,959	199	...	77	3	75	8	71	19	4	..	198	74	126	18
61	Kemptville	2,764	166	210	3	...	66	...	8	5	.....	..	136	4	1	1
62	Kenora ...	3,904	8	...	.....	...	39	...	32	...	44	..	115	2	4	.....
63	Kincardine	3,493	92	...	66	1	251	2	137	9	18	..	203	28	99	9
64	Kingsville	2,190	Report returned for correction. and was not returned to Department													
65	Lakefield .	1,586	247	...	.....	...	54	...	.....	...	.....	..	.....	...	99	.....
66	Lanark ...	2,269	73	13	1	...	52	...	.....	...	1	..	89	2	7	1
67	Lancaster	3,840	50	...	.....	...	60	...	.....	...	.....	..	244	...	.....	.....
68	Leamington	2,988	.....	...	29	3	105	4	67	24	1	..	86	42	43	7
69	Lindsay ..	7,184	746	...	.....	...	81	...	.....	...	.....	..	642	...	.....	.....
70	Listowel .	4,036	3	...	3	...	133	...	4	...	.....	..	242	5	7	1
71	Little Britain	2,484	696	36	.....	...	52	...	.....	...	.....	..	123	...	.....	.....
72	London ...	31,968	2,936	...	647	...	1,652	...	2,221	...	130	..	1,847	...	2,044	.....
73	Markdale .	3,773	597	390	.....	...	82	...	.....	...	.....	..	164	...	.....	.....
74	Merritton..	2,454	104	...	3	...	57	...	2	...	.....	..	55	2	27	1
75	Midland' ..	4,718	380	420	.....	...	69	...	.....	...	.....	..	127	...	.....	.....
76	Millbrook	2,513	19	1	18	...	21	4	25	17	2	..	95	16	18	2
77	Milverton .	2,326	2	2	10	...	69	2	52	11	.....	..	56	14	16	2
78	Mitchell ..	5,163	447	59	.....	...	219	...	.....	...	.....	..	550	...	.....	.....
79	Mt. Forest ..	3,968	262	...	11	...	143	...	2	...	.....	..	21	...	4	.....
80	New Liskeard .	2,431	3	3	41	...	58	13	44	16	.....	..	93	31	36	6
81	Newmarket	3,357	329	...	3	...	157	...	6	...	.....	..	218	12	16	3
82	Niagara Falls.....	10,065	228	7	157	6	405	21	333	65	27	5	415	79	375	31
83	North Bay	3,363	147	...	27	1	58	6	45	6	.....	..	120	77	140	10
84	North Toronto ..	1,987	31	20	8	...	24	...	23	5	.....	..	31	6	41	.....
85	Oakwood .	1,930	599	18	.....	...	67	...	.....	...	.....	..	100	...	20	.....
86	Orangeville	5,374	80	...	58	1	200	6	175	34	8	..	185	46	112	9
87	Orillia	5,005	.....	127	46	...	110	...	92	...	12	..	283	...	103	.....
88	Oshawa ...	19,013	398	...	27	...	90	...	57	10	10	..	90	84	61	1
89	Ottawa ...	48,541	906	149	826	...	987	...	1,573	...	887	21	2,238	181	4,451	265
90	Otterville .	1,280	1	10	1	...	15	...	2	...	.....	..	41	6	4	2
91	Owen Sound	5,296	.....	...	98	8	228	6	260	13	12	..	294	52	135	15
92	Paisley.....	5,324	656	42	.....	...	446	6	.....	...	.....	..	300	48	140	.....
93	Palmerston	2,497	.....	...	.....	...	148	...	.....	...	.....	..	108	...	.....	.....
94	Paris	9,270	1,148	...	.....	...	374	...	5	...	.....	..	.....	...	715	.....
95	Parkhill ..	2,602	130	...	68	...	96	...	72	...	77	..	88	...	53	.....
96	Parry Sound	2,551	184	...	.....	...	135	...	.....	...	.....	..	.....	...	240	.....
97	Pembroke	2,213	.....	...	26	1	35	5	45	11	.....	..	63	36	36	15
98	Penetang-uishene...	5,093	261	61	40	...	83	8	48	3	.....	..	216	27	96	18
99	Perth	3,695	415	...	.....	...	76	...	.....	...	.....	..	.....	...	265	.....
100	Peterboro' ..	12,521	462	...	165	...	456	...	395	...	22	..	414	...	250	.....
101	Picton	5,540	48	...	74	...	128	...	134	...	.....	..	133	...	101	.....
102	Port Arthur	6,251	116	6	58	1	74	7	118	87	2	..	160	55	171	18
103	Port Carling	1,381	165	1	.....	...	36	...	.....	...	.....	..	53	1	.....	.....
104	Port Colborne..	2,787	32	20	90	...	150	...	34	...	1	..	206	...	22	.....

CIRCULATION TABLE

all of the Thirteen Classes of these Books under the Dewey Decimal Classification, in the Annual Reports of all Libraries reporting, etc.—Continued

Number	8 Fine Arts		9 Literature		10 History		11 Biography		12 Geography and Travel		13 Total Non-Fiction		14 Total Fiction		15 Grand Total of circulation	16 Ratio of circ. to Books in Library	Books circulated per capita of population
	A	J	A	J	A	J	A	J	A	J	A	J	A	J			
54	10	...	432	.....	330	...	90	1	244	...	1,668	1	490	3	3,179	1½	3
55	.....	...	3,961	.....	6,822	...	.....	...	.....	...	28,875	2,328	13,165	.....	293,244	6½	3¼
56	.....	...	341	.....	202	...	69	...	132	...	1,094	39	432	.....	4,481	3	1½
57	35	...	237	.....	232	3	197	1	230	...	1,647	9	1,421	470	7,370	2	4¾
58	.....	2	467	7	331	8	96	5	202	10	1,440	59	556	96	3,152	1½	3¾
59	.....	...	1,679	.....	415	...	307	...	275	...	3,167	210	1,053	.....	10,323	2½	3⅝
60	59	5	334	23	336	42	368	18	324	48	2,230	258	1,930	541	18,921	3½	3¾
61	28	...	546	1	337	1	152	4	215	6	1,658	232	749	120	8,594	3	7
62	3	1	116	11	148	4	73	...	81	2	654	20	2,676	555	8,436	2	1¾
63	47	3	497	10	268	15	289	11	285	7	2,252	95	998	129	6,183	1⅝	2½
64																	
65	.....	...	82	.....	132	...	.....	...	93	...	707	197	682	.....	3,115	2	2¼
66	1	...	726	.....	261	2	21	4	256	7	1,488	29	707	45	3,577	1½	5
67	70	...	1,040	75	550	...	125	...	750	...	2,946	75	819	.....	3,212	⅘	6
68	43	4	223	17	221	27	162	42	147	15	1,248	185	1,091	464	12,801	4	4¼
69	.....	...	182	.....	720	...	355	...	467	...	3,993	850	2,341	.....	27,338	4	3⅜
70	10	...	817	8	433	3	138	...	329	18	2,203	35	1,716	82	9,639	2⅝	3¾
71	.....	...	570	.....	269	...	95	...	248	...	2,054	36	384	.....	1,341	½	1
72	1,558	...	2,856	.....	2,227	...	1,851	...	2,199	...	22,168	3,264	5,350	1,186	171,240	5½	3½
73	.....	...	603	.....	440	...	174	...	361	...	2,438	390	915	.....	4,415	1⅘	4½
74	1	...	896	.....	195	...	80	2	420	...	1,865	5	543	41	6,374	2⅝	3⅛
75	.....	...	128	.....	439	...	169	...	280	...	1,666	420	2,460	.....	20,354	4¼	4½
76	8	1	114	3	143	16	49	10	62	32	589	102	1,433	389	6,793	2⅞	8½
77	6	2	129	8	102	13	149	5	77	30	668	89	1,164	405	3,616	1½	4
78	.....	...	1,259	.....	870	...	226	...	640	...	4,271	59	819	14	11,605	2	6⅛
79	112	...	312	.....	438	...	292	...	384	31	2,280	31	1,656	.....	7,271	1¾	....
80	29	7	147	21	112	33	109	9	111	47	833	186	1,058	354	8,716	3½	3
81	3	...	458	7	520	6	118	6	497	4	2,339	38	919	261	8,850	2⅜	2⅜
82	188	24	836	65	630	51	815	55	536	124	5,187	533	3,655	690	3,923	....	....
83	28	6	159	15	176	20	128	7	160	44	1,188	132	1,619	414	10,832	3¼	1¼
84	14	...	169	.....	63	7	49	8	34	9	501	55	1,026	405	13,307	6⅗	2¼
85	.....	...	173	.....	272	...	100	...	142	...	1,473	18	439	.....	2,616	1¼	10½
86	61	15	461	14	366	51	465	22	314	63	2,760	261	2,103	250	12,626	2⅖	5½
87	52	...	357	.....	391	...	335	...	371	...	2,353	127	2,198	327	21,451	4	3
88	67	2	153	25	200	13	100	...	282	22	1,753	157	14,600	2,503	17,169	1	2
89	2,755	143	5,360	1,100	2,871	467	3,373	378	2,967	301	29,194	3,005	13,455	2,877	204,946	4⅙	2¼
90	.....	...	533	.....	153	...	26	3	67	...	873	21	378	8	680	⅝	1¼
91	106	2	423	13	403	18	360	23	284	38	2,643	188	2,071	390	23,409	4½	2
92	.....	...	767	.....	525	...	393	...	373	20	4,160	116	997	51	6,067	1	7½
93	73	...	641	.....	350	...	65	...	328	...	1,756	.....	647	94	7,260	3	3½
94	.....	...	567	.....	859	...	949	...	691	...	5,868	.....	3,402	.....	11,259	1¼	2¾
95	25	...	475	.....	336	...	159	...	107	...	1,686	.....	916	.....	2,245	1⅙	1½
96	.....	...	192	.....	259	...	231	...	212	...	1,478	.....	1,073	.....	8,169	3¼	2½
97	21	15	141	69	160	50	87	64	105	79	782	345	735	322	16,328	7½	2¾
98	33	10	420	40	190	40	47	19	330	63	1,826	289	2,283	695	12,297	2½	3½
99	.....	...	196	.....	454	...	281	...	255	...	2,031	.....	1,317	338	16,399	4½	4½
100	221	...	811	.....	1,055	...	842	...	915	...	6,008	995	5,518	.....	52,327	4⅙	2½
101	78	...	463	.....	414	...	351	...	339	...	2,378	280	2,343	536	20,180	3½	5½
102	87	10	224	20	155	51	230	40	193	49	1,588	348	3,439	658	46,634	7½	3
103	.....	...	161	.....	163	...	61	...	128	...	775	2	550	54	1,319	1	4
104	9	...	519	185	154	255	108	...	147	...	1,472	460	663	192	6,434	2⅛	....

CIRCULATION TABLE

Showing the total number of Books of Non-Fiction and Fiction, and the circulation of the several Public Libraries of the Province, Free, compiled from

Number	Name of Library	Total No. of Books	1 General Works		2 Philosophy		3 Religion		4 Sociology		5 Philology		6 Natural Science		7 Useful Arts	
	Free		A	J	A	J	A	J	A	J	A	J	A	J	A	J
105	Port Elgin	4,571	638	...	.....	...	152	...	.....	...	.....	..	.....	...	378	...
106	Port Hope	5,578	997	36	7	...	42	...	43	2	.....	..	272	2	45	4
107	Prescott ..	7,089	406	1	5	...	183	...	16	...	.....	..	529	...	12	1
108	Preston ...	7,693	131	...	87	...	124	9	81	...	.....	..	340	40	220	19
109	Renfrew ..	2,750	.....	...	49	...	79	4	112	9	1	..	85	16	66	
110	Richmond Hill	3,555	252	...	.....	...	77	...	.....	...	.....	..	253	...	.....	...
111	Sarnia	8,472	233	...	237	...	167	...	162	...	2	..	290	...	238	...
112	Sault Ste. Marie	3,424	52	...	13	...	45	7	34	3	2	..	45	33	76	18
113	Seaforth .	5,983	4	...	1	...	194	...	8	...	.....	..	13	9	640	2
114	Shelburne	3,517	166	...	.....	...	134	...	.....	...	.....	..	.....	...	286	...
115	Simcoe ...	8,136	283	...	100	...	324	...	233	...	21	..	337	...	141	...
116	Smith'sFalls	5,843	14	8	103	...	242	3	133	27	12	..	336	45	295	7
117	Stayner ..	2,160	.....	...	.....	...	164	...	.....	...	40	..	83	...	344	...
118	Stirling ..	1,441	.....	...	3	...	24	1	1	2	.....	..	45	5	.....	...
119	Stouffville	5,224	576	...	.....	...	288	...	2	...	4	..	408	...	18	...
120	Stratford .	10,898	7	...	151	2	297	23	373	72	20	..	421	87	260	16
121	Streetsville	2,578	108	...	30	...	97	...	83	...	10	..	121	...	46	...
122	St. Catharines	12,208	740	180	198	...	427	7	419	68	20	..	327	39	256	42
123	St. Mary's	7,529	.....	...	.....	...	424	...	.....	...	.....	..	840	...	.....	...
124	St. Thomas	13,140	1,114	381	122	3	484	55	240	88	25	50	433	223	214	10
125	Tara	2,052	208	...	.....	...	88	...	.....	...	.....	..	220	...	.....	...
126	Thorold ..	5,834	.....	...	.....	...	80	...	2	...	.....	..	211	...	201	...
127	Tillsonburg	4,417	613	...	.....	...	104	...	.....	...	.....	..	120	...	24	...
128	Toronto ..	218,939	9,957	...	1,449	...	3,346	...	2,820	...	687	..	2,043	...	2,405	...
129	Uxbridge .	6,172	2	...	121	3	324	7	225	25	8	..	280	61	122	23
130	Walkerton	4,045	310	42	56	...	93	31	5	...	.....	..	29	41	210	15
131	Walkerville	6,193	9	...	45	6	74	5	119	5	2	..	152	40	87	8
132	Wallaceburg	3,956	494	...	.....	...	52	...	4	...	2	..	72	...	1	...
133	Waterloo .	8,318	51	...	141	3	272	5	228	25	193	6	387	48	173	6
134	Watford ..	3,520	454	7	4	...	152	...	6	...	.....	..	133	9	14	3
135	Weston ...	3,514	42	...	69	2	88	6	108	13	.....	..	157	29	75	7
136	Whitby ...	3,751	402	5	.....	...	40	...	.....	...	.....	..	149	21	135	15
137	Windsor ..	20,190	2,150	21	262	...	512	21	939	27	66	..	666	69	580	35
138	Wingham .	4,851	10	24	69	4	181	14	150	58	28	..	280	77	194	15
139	Woodstock	9,036	53	24	202	5	417	16	278	44	12	..	373	306	192	13
140	Wroxeter .	4,788	.....	...	.....	...	275	...	.....	...	.....	..	284	...	.....	...
	Totals	1,040,554	**52,431		8,381		29,732		18,461		3,165		34,236		31,592	
			*3,819		78		449		1,169		86		3,148		1,028	

NOTE.—The figures appearing at the bottom of the twelve classification columns above, represent the total number of books for Adults and Juveniles respectively. The Total "*Adult*" books is shown by two stars **, and the Total "*Juvenile*" books by one star *.

DONATIONS

By authority of the Minister a donation of 58 well-worn volumes taken from the stock of the Travelling Libraries which were not in a condition to stand much further circulation were given to the Elmvale Public Library through Dr. J. B. H. McClinton, for the use of the Juvenile Department of that progressive library, and another through Rev. Mr. Young to the Association library at Madoc.

CIRCULATION TABLE

all of the Thirteen Classes of these Books under the Dewey Decimal Classification, in the Annual Reports of all Libraries reporting, etc.—Concluded.

Number	8 Fine Arts		9 Literature		10 History		11 Biography		12 Geography and Travel		13 Total Non-Fiction		14 Total Fiction		15 Grand Total of circulation	16 Ratio of circ. to Books in Library	Books circulated per capita of population
	A	J	A	J	A	J	A	J	A	J	A	J	A	J			
105	.....	...	350	...	387	...	435	...	406	...	2,746	404	1,421	.....	9,782	2⅛	6½
106	14	...	670	10	368	3	571	1	565	1	3,594	59	1,831	65	11,247	2	2
107	7	...	695	...	500	3	492	...	897	2	3,956	8	2,923	202	13,895	1⅞	5
108	93	23	963	220	440	69	520	...	300	450	3,326	830	2,940	597	15,031	2	3½
109	36	...	264	1	311	15	240	4	208	16	1,582	65	937	157	5,414	2	1½
110	.....	...	806	...	544	...	233	...	362	...	2,566	.....	989	.....	3,224	1	4½
111	165	...	484	...	422	...	558	...	419	...	3,377	1,003	4,092	.....	32,991	3⅒	3¼
112	29	4	182	10	130	59	74	16	160	55	892	212	1,600	720	27,956	3¼	1¾
113	3	1	889	1	639	13	417	5	313	861	3,252	892	1,839	.....	11,429	2	5½
114	.....	...	870	...	478	...	192	...	405	...	2,566	.....	951	.....	5,434	1½	4½
115	104	...	763	...	891	...	629	...	635	...	4,461	675	3,000	.....	15,053	1⅞	3¾
116	117	4	506	20	486	18	423	19	429	42	3,164	217	1,910	552	21,256	3⅜	3½
117	.....	...	347	...	293	...	111	...	142	...	1,524	.....	597	39	4,724	2¼	4½
118	27	...	279	24	147	13	32	7	88	16	646	68	665	62	4,197	2⅛	4½
119	6	...	927	...	507	...	227	...	486	...	3,731	237	1,256	.....	8,667	1⅜	....
120	273	21	701	67	881	65	716	48	928	93	5,556	499	3,724	1,119	40,400	4	2⅜
121	28	...	228	...	350	...	247	...	78	...	1,476	163	939	.....	4,744	1⅜	8½
122	198	28	708	33	1,322	103	982	43	1,228	150	7,300	693	3,625	590	39,812	3¼	2½
123	.....	...	2,425	...	620	...	415	...	730	...	5,529	.....	2,000	.....	19,195	2½	5½
124	140	5	552	854	886	51	704	69	420	68	6,315	1,857	2,913	2,055	71,715	5½	4⅜
125	.....	...	228	...	288	...	94	...	274	...	1,436	.....	616	.....	2,759	1¼	5
126	65	...	2,054	121	654	2	249	...	921	103	4,476	226	1,076	56	5,672	—1	1¾
127	28	...	505	190	137	...	120	...	126	...	1,977	190	1,700	550	11,900	2⅜	4
128	5,654	...	10058	...	.....	...	21484	...	.....	...	160028	.....	58,911	.....	784,117	3½	1⅞
129	77	3	422	6	377	25	465	19	542	53	3,061	225	2,362	524	8,627	1⅝	5
130	16	...	565	126	263	20	218	78	255	68	2,085	521	1,286	189	6,338	1½	2
131	78	4	340	42	286	20	222	14	296	75	1,825	319	3,153	996	22,071	3½	6
132	.....	2	774	...	386	...	47	1	235	3	2,098	6	1,201	651	16,530	4	4
133	79	14	487	22	607	27	432	39	473	82	3,590	277	3,608	843	14,167	1¾	3½
134	1	...	537	43	455	9	201	4	328	15	2,343	90	1,025	62	7,118	2	6½
135	27	3	232	11	231	28	187	14	246	24	1,462	137	1,539	376	8,815	2½	4¾
136	34	...	641	28	247	137	244	25	314	80	2,308	311	1,019	113	9,532	2⅝	4
137	629	55	1,222	65	1,259	143	1,224	93	1,276	136	11,447	665	5,987	2,091	48,198	2⅝	2½
138	74	15	126	7	244	18	223	20	239	24	1,818	276	1,890	867	12,621	2½	5
139	142	19	748	35	607	54	906	22	690	53	5,025	329	2,986	696	38,146	4¼	3¾
140	78	...	819	...	835	...	438	...	708	...	3,497	.....	1,150	141	2,067	—1	6
	17,802		97,915		69,823		67,422		57,726		617,094		330,701		3,321,393	2⅜	
	626		5,342		3,098		1,737		4,780		38,387		45,822				

DISINFECTION OF BOOKS

According to Dr. J. McCullough, Chief Officer of Health, "the best method of disinfection of books is by means of 5% carbolic in gasoline. The books may be dipped in this for five or ten minutes without injury."

CIRCULATION TABLE

Showing the total number of Books of Non-Fiction and Fiction and the circulation of all several Association Public Libraries of the Province, compiled from the Annual Juvenile Circulation separately with a separate column for Fiction. Also showing the total number of each of these two

Number	Name of Library	Total No. of Books	1 General Works		2 Philosophy		3 Religion		4 Sociology		5 Philology		6 Natural Science		7 Useful Arts	
	ASSOCIATION		A	J	A	J	A	J	A	J	A	J	A	J	A	J
1	Admaston ..	1,413	.....	....	2	....	88	....	2	....	....	....	.....	....	72	2
2	Alma	1,588	191	....	....	....	74	....	....	....	....	....	94	....	....	...
3	Almonte	4,026	946	....	....	....	171	....	....	....	....	....	242	....	84	...
4	Angus	778	13	95	1	....	25	3	4	5	....	....	34	3	3	6
5	Arkona	2,487	600	....	....	....	159	....	....	....	....	....	277	....	201	...
6	Atwood	1,317	25	....	17	....	62	....	10	....	....	....	.....	....	....	...
7	Auburn	1,364	143	....	....	....	101	....	....	....	....	....	37	....	....	...
8	Badgeros	661	12	....	....	....	42	....	....	....	....	....	58	....	16	...
9	Barrie	6,334	440	57	40	....	107	....	84	....	....	....	257	28	40	3
10	Bath	958	.....	....	....	....	8	....	....	....	....	....	53	....	1	...
11	Bayham	739	79	....	....	....	28	....	....	....	....	....	52	....	6	...
12	Baysville	656	.....	....	7	....	16	....	....	....	....	....	16	....	....	...
13	Beachville ...	1,583	82	....	....	....	43	....	2	....	....	....	6	....	56	...
14	Beamsville ..	3,483	555	....	1	....	145	....	1	....	....	....	207	2	1	1
15	Beaverton ...	1,673	151	....	60	....	75	....	....	....	....	....	69	....	40	...
16	Belfountain ..	1,451	125	25	4	....	83	....	....	....	....	....	35	....	32	...
17	Belmont	1,326	226	....	....	....	40	....	60	....	....	....	1	....	1	...
18	Belwood	2,156	6	15	....	....	.....	....	....	....	....	....	119	1	8	2
19	Blenheim ...	4,822	315	1	100	....	234	....	5	....	....	....	222	3	139	18
20	Blyth	2,278	401	30	....	....	84	....	....	....	....	....	.....	....	87	...
21	Bobcaygeon .	2,943	47	....	....	....	217	....	....	....	....	....	.....	....	184	...
22	Bolton	2,971	65	....	....	....	146	....	1	....	....	....	156	....	....	...
23	Bowmanville	4,082	140	....	....	....	166	....	137	....	....	....	156	....	79	...
24	Bridgeburg ..	1,859	6	....	3	....	17	....	2	....	....	2	58	1	6	2
25	Brigden	1,070	438	....	....	....	33	....	....	....	....	....	20	....	....	...
26	Brooklin	2,900	3	1	....	....	50	....	1	....	....	....	193	5	7	...
27	Brownsville .	766	8	116	....	....	7	....	....	....	....	....	22	....	....	...
28	Brucefield ...	1,642	3	1	....	....	50	1	4	....	2	....	92	7	4	...
29	Burgessville .	502	3	....	....	....	12	....	....	....	....	....	2	....	4	...
30	Burlington ..	3,811	133	....	....	....	25	....	....	....	....	....	.....	....	187	...
31	Cambray	1,686	168	80	....	....	38	....	....	....	....	....	83	....	....	...
32	Camlachie ..	449	.....	....	....	....	.....	....	....	....	....	....	17	7	5	2
33	Canfield	892	37	....	....	....	12	....	....	2	....	....	88	....	....	...
34	Cannington .	2,447	.....	....	....	....	41	....	....	....	....	....	113	....	....	...
35	Cargill	2,894	248	....	....	....	50	....	....	....	....	....	132	....	....	...
36	Carp	1,457	553	....	....	....	88	....	....	....	....	....	111	....	....	...
37	Cayuga	1,737	50	....	15	....	117	....	10	....	....	....	170	....	....	...
38	Chatsworth .	3,101	675	2	....	....	190	....	....	1	....	....	159	1	10	2
39	Cheapside ...	2,095	1	....	2	....	82	....	3	....	....	....	.....	....	120	...
40	Chesterville .	609	2	....	3	....	.....	....	8	....	....	....	23	3	....	...
41	Claremont ..	2,243	3	1	5	....	87	....	8	....	....	....	228	....	13	...
42	Claude	.....	....	....	....	....	.....	....	....	....	....	....	.....	....	....	...
43	Cobourg	4,961	9	7	9	....	403	8	4	4	....	....	.....	....	347	1
44	Colborne	1,832	.....	....	....	....	.....	....	....	....	....	....	.....	....	....	...
45	Coldstream ..	1,715	.....	....	....	....	53	....	....	....	....	....	111	....	....	...
46	Comber	2,823	.....	....	....	....	20	16	....	1	....	....	64	15	3	...
47	Coplestone ..	1,174	.....	....	....	....	.....	....	....	....	....	....	.....	....	....	...
48	Creemore ...	1,200	.....	....	....	....	.....	....	....	....	....	....	.....	....	....	...
49	Dalhousie ...	756	157	....	....	....	27	....	....	....	....	....	48	....	....	...
50	Delta	156	.....	....	....	....	11	....	....	....	....	....	18	....	....	...
51	Depot Harbour	923	56	....	....	....	30	....	45	....	....	....	40	....	....	...
52	Don	1,399	1	4	21	....	55	....	25	3	1	1	50	5	25	1
53	Dorchester ..	1,564	.....	....	....	....	.....	....	....	....	....	....	.....	....	....	...
54	Drumbo	2,119	77	....	2	....	117	....	5	....	....	....	97	....	9	...
55	Duart	2,146	438	....	....	....	85	....	65	....	....	....	.....	....	....	...

CIRCULATION TABLE

of the Thirteen Classes of these books under the Dewey Decimal Classification, in the Reports of all Libraries reporting in 1913 for 1912. Further showing Adult and the ratio of circulation of all of the Books of Non-Fiction and Fiction compared with classes of books in each library.

Number	8 Fine Arts		9 Literature		10 History		11 Biography		12 Geography and Travel		13 Total Non-Fiction		14 Total Fiction		15 Grand total of circulation	16 Ratio of Circulation to Books in Library	Books circulated per capita of population
	A	J	A	J	A	J	A	J	A	J	A	J	A	J			
1	....	....	205	2	142	4	71	2	109	5	694	15	682	22	1,118	—1	....
2	....	....	393	...	197	...	48	...	150	....	1,179	...	369	40	1,276	—1	4¼
3	....	....	.....	...	664	...	281	...	422	....	2,810	...	1,216	.....	3,937	—1	1½
4	....	....	47	2	164	2	92	5	28	2	411	123	236	8	555	—1	1
5	....	....	411	...	250	...	90	...	7	....	1,995	...	488	.....	2,259	—1	5
6	....	....	54	...	66	...	74	...	116	....	424	...	893	.....	610	—1	—1
7	....	....	292	...	185	...	41	...	142	....	945	...	348	71	1,310	—1	5
8	....	....	236	...	86	...	52	...	45	....	547	...	114	.....	134	—1	....
9	34	....	425	33	421	47	438	46	363	38	2,786	267	2,724	557	12,584	2	2
10	9	....	425	...	113	...	16	...	15	....	640	71	236	11	6,355	6½	17
11	....	....	134	...	138	...	53	...	144	....	634	...	105	.....	59	—1	....
12	32	....	227	...	87	...	14	...	52	....	461	16	189	.....	982	1½	4¾
13	....	....	607	...	157	4	30	1	57	194	1,047	199	303	34	1,388	—1	3
14	104	....	789	3	329	5	25	5	416	12	2,572	28	808	75	8,573	2½	8½
15	....	....	275	30	265	...	91	...	201	26	1,259	30	356	.....	894	—1	¾
16	....	....	175	25	127	26	151	50	202	51	934	177	320	20	475	—1	2
17	....	....	194	...	153	...	72	...	100	....	876	...	445	5	376	—1	1
18	....	....	644	2	380	1	81	1	278	67	1,512	89	525	30	1,987	—1	9
19	57	3	692	6	416	16	191	...	587	28	3,039	75	1,618	90	7,774	1½	6¼
20	....	....	609	198	184	...	74	...	77	41	1,516	269	392	101	1,123	—1	1½
21	....	....	906	...	304	...	115	...	297	....	2,116	...	734	.....	3,522	1¼	3¾
22	....	....	331	...	213	...	136	...	350	....	2,008	...	769	194	3,664	1¼	4¾
23	10	....	563	37	400	43	310	6	250	33	2,211	119	1,047	705	4,919	1⅙	1⅜
24	3	1	438	240	149	58	26	2	109	52	824	361	437	237	4,150	2¼	2¼
25	....	....	.....	...	163	...	25	...	131	....	810	...	260	.....	892	—1	1¾
26	2	....	627	...	406	1	100	31	229	2	2,124	40	601	135	2,718	—1	1½
27	....	....	128	...	68	...	24	...	82	....	344	116	306	.....	3,006	4	12
28	1	....	464	12	191	29	56	9	132	33	1,000	...	433	117	2,874	1⅔	14¼
29	....	....	27	...	40	...	15	...	3	....	106	...	375	21	1,572	3	8
30	....	2	100	...	236	...	91	...	365	....	1,143	2	2,574	92	5,036	1⅛	2½
31	....	....	489	...	167	...	32	...	188	....	1,166	80	440	.....	2,077	1¼	14
32	....	....	72	...	40	...	29	...	19	9	182	18	213	62	1,128	2¼	....
33	1	....	239	...	116	...	27	...	62	....	586	2	288	16	248	—1	1½
34	....	....	733	24	290	...	140	...	576	....	1,893	24	530	.....	3,243	1½	3
35	46	....	980	...	350	...	90	...	300	136	2,196	136	562	.....	2,912	1	....
36	46	....	64	...	148	...	.....	...	152	....	1,178	...	279	.....	791	—1	1¼
37	....	....	347	...	265	...	38	...	285	....	1,287	...	450	.....	489	—1	⅜
38	....	....	383	1	281	2	139	...	423	2	2,260	11	758	72	5,123	1⅜	11½
39	....	....	734	1	210	3	61	...	167	8	1,380	12	632	71	1,015	—1	10
40	....	....	29	2	29	...	18	...	9	....	121	5	356	127	2,708	4½	3
41	1	....	499	...	400	1	104	2	.....	....	1,347	4	864	28	2,470	1	6
42	....	....	.....	...	....	...	.....	...	.....	....	.....	...	.....	.....	.....	.....	....
43	....	....	1,508	2	707	10	314	5	186	1	3,566	38	1,332	25	15,365	3	3
44	....	....	.....	...	....	...	.....	...	.....	....	.....	...	.....	.....	846	—1	⅜
45	....	....	350	...	332	...	35	...	169	....	1,094	...	621	.....	1,745	1	17½
46	2	1	525	492	180	175	41	28	148	93	983	...	732	287	1,806	—1	3
47	....	....	.....	...	....	...	.....	...	.....	....	.....	...	.....	.....	690	—1	4½
48	....	....	.....	...	....	...	.....	...	.....	....	.....	...	.....	.....	200	—1	⅛
49	....	....	131	...	146	...	59	...	61	....	429	...	127	.....	171	—1	....
50	....	....	6	...	4	...	5	...	16	....	60	...	80	16	867	5½	2
51	....	....	145	...	100	...	18	...	27	....	461	...	356	106	2,806	2	3½
52	13	....	79	2	49	18	82	2	67	1	476	37	735	151	337	—1	2
53	....	....	.....	...	....	...	.....	...	.....	....	.....	...	.....	.....	2,429	1⅗	4¾
54	1	....	542	...	381	...	75	...	193	....	1,500	...	568	51	5,839	2⅘	11½
55	....	....	369	...	314	...	89	...	342	....	1,702	...	444	.....	1,567	—1	10¼

N.B.—The sign "—1" denotes that the books in the library were circulated less than once.

CIRCULATION TABLE

Showing the total number of Books of Non-Fiction and Fiction and the circulation of the several Public Libraries of the Province, Association, com

Number	Name of Library ASSOCIATION	Total No. of Books	1 General Works		2 Philosophy		3 Religion		4 Sociology		5 Philology		6 Natural Science		7 Useful Arts	
			A	J	A	J	A	J	A	J	A	J	A	J	A	J
56	Dundalk	2,361	473	55	....	....	137	....	....	....	....	....	202	....	....	...
57	Dunnville ...	3,400	84	6	7	....	82	1	58	20	21	....	75	38	5	6
58	Dungannon ..	2,232	352	....	....	....	63	....	....	....	....	....	83	....	....	...
59	Dunvegan ...	287	4	....	1	....	23	....	....	1	....	....	10	....	....	...
60	Elk Lake ...	Report returned for correction and not sent back to Department														
61	Elmvale	2,110	.....	....	....	....	53	....	....	....	....	....	109	....	....	...
62	Elmwood	993	.....	....	1	....	100	....	....	....	....	....	57	....	....	...
63	Embro	4,385	.....	602	62	....	314	....	109	....	....	....	149	....	45	...
64	Ennotville ..	3,472	136	4	....	....	423	....	3	....	....	....	5	....	317	2
65	Ethel	2,003	382	110	....	....	78	....	....	....	....	....	20	28	....	...
66	Fenelon Falls	4,881	538	221	....	....	127	21	....	....	....	....	.....	....	241	35
67	Flesherton ..	1,023	.....	....	....	....	.....	....	....	....	....	....	.....	....	....	...
68	Fonthill	2,596	42	....	43	1	84	7	47	12	....	....	52	41	58	7
69	Forester's Fls	1,054	45	....	....	....	43	....	....	....	....	....	25	....	....	...
70	Fort Erie ...	3,271	.....	....	24	....	61	....	63	....	6	....	82	15	55	...
71	Fort Frances.	.....	.....	....	....	....	.....	....	....	....	....	....	.....	....	....	...
72	Fullarton ...	277	.....	....	....	....	.....	33	....	....	....	....	2	....	8	...
73	Frankford ...	591	.....	....	....	....	10	....	....	....	....	....	17	....	1	...
74	Glamis	.....	.....	....	....	....	.....	....	....	....	....	....	.....	....	....	...
75	Glanworth ...	110	1	....	....	....	.....	....	....	1	....	....	2	1	....	...
76	Glenmorris ..	2,755	506	....	....	....	186	....	....	....	....	....	.....	....	142	...
77	Gore Bay ...	1,509	219	....	....	....	17	....	....	....	....	....	.....	....	....	...
78	Gore's Landing.	1,430	68	....	1	....	23	....	1	....	....	....	59	7	....	...
79	Gorrie	2,065	.....	....	10	....	86	....	....	....	....	....	.....	....	69	...
80	Grafton	522	62	....	....	....	6	....	2	....	....	....	22	1	....	...
81	Haliburton ..	1,447	100	....	....	....	17	....	....	....	....	....	59	....	....	...
82	Harrietsville	165	10	3	....	....	7	....	1	....	....	....	4	6	7	...
83	Harrington ..	1,425	10	....	....	....	27	....	16	....	....	....	48	....	1	...
84	Harrow	1,451	93	....	2	....	102	....	....	....	....	....	102	....	36	...
85	Hastings	1,078	.....	....	....	....	.....	....	....	....	....	....	7	....	1	...
86	Hawkesville .	892	43	....	18	....	35	....	....	....	1	....	9	....	53	...
87	Highland Crk	1,633	73	....	....	....	48	....	....	....	....	....	126	1	....	...
88	Hillsdale	1,539	42	90	....	....	24	....	....	....	....	....	11	....	1	...
89	Hillview	431	12	2	....	....	8	....	....	....	....	....	40	7	....	...
90	Holstein	1,835	.....	....	....	....	226	....	1	....	....	....	49	....	1	...
91	Honeywood .	654	17	....	....	....	31	....	....	2	....	....	31	....	....	...
92	Huntsville ..	3,821	700	....	....	....	47	....	....	....	....	....	.....	....	88	6
93	Inwood	1,143	118	14	....	....	38	....	12	....	....	....	60	22	21	...
94	Iroquois	1.638	367	....	....	....	29	....	....	....	....	....	85	....	....	...
95	Islington	2,434	152	21	2	2	39	....	2	12	1	....	5	4	106	8
96	Jarvis	3,364	625	....	....	....	126	40	....	....	....	....	165	....	....	...
97	Kars	1,623	319	....	....	....	11	....	....	....	11	....	.....	....	32	...
98	Kemble	1,187	185	....	....	....	86	....	....	....	....	....	29	....	....	...
99	Kingston	4,874	9	....	61	....	120	3	124	10	2	....	136	36	76	10
100	Kinmount ...	1,999	92	....	....	....	45	....	....	....	....	....	49	....	....	...
101	Kintore	1,310	70	57	....	....	77	2	4	1	1	....	.....	....	124	1
102	Kirkfield	2,308	.....	....	....	....	21	....	....	....	....	....	34	....	4	...
103	Komoka	1,014	104	....	....	....	19	....	....	....	....	....	36	1	4	...
104	Lake Charles	2,333	483	....	....	....	162	....	....	....	9	....	79	....	....	...
105	Lefroy	802	58	....	....	....	14	....	....	....	....	....	40	....	....	...
106	Linwood	.....	.....	....	....	....	.....	....	....	....	....	....	.....	....	....	...
107	Lyn	423	.....	....	....	....	12	3	2	1	....	....	4	3	3	...
108	Madoc	2,912	175	....	....	....	82	....	....	....	....	....	169	....	....	1
109	Mallorytown	1,978	86	1	2	5	86	1	6	7	1	1	46	5	4	7
110	Manilla	4,316	227	....	....	....	160	....	....	....	....	....	.....	....	426	...

CIRCULATION TABLE

all of the Thirteen Classes of these Books under the Dewey Decimal Classification, In pilled from the Annual Reports of all Libraries reporting, etc.—Continued

Number	8 Fine Arts		9 Literature		10 History		11 Biography		12 Geography and Travel		13 Total Non-Fiction		14 Total Fiction		15 Grand total of circulation	16 Ratio of circulation to books in Library	Books circulated per capita of population
	A	J	A	J	A	J	A	J	A	J	A	J	A	J			
56	....	....	428	...	181	...	154	...	243	....	1,818	55	488	.....	3,390	1½	4¾
57	22	2	237	12	226	13	212	10	204	29	1,283	137	1,750	230	11,803	3½	3¾
58	....	....	506	31	177	...	357	...	185	28	1,723	59	400	50	2,823	1¼	1¾
59	1	....	17	...	32	2	21	1	14	....	123	4	121	39	487	1¾	....
60																	
61	52	....	753	...	193	...	101	...	115	98	1,384	98	567	61	2,367	1	¾
62	1	....	423	...	89	...	33	...	102	....	807	...	186	.....	1,779	1¾	4
63	27	....	300	...	307	...	358	...	278	....	1,949	602	1,756	.....	2,422	—1	4¾
64	....	....	87	1	474	...	350	...	260	8	2,143	15	1,179	135	1,437	—1	....
65	....	....	542	...	192	...	67	...	221	30	1,503	158	298	28	4,413	2⅛	1½
66	....	....	251	110	371	351	214	106	235	227	1,997	978	1,397	409	4,466	—1	4⅛
67	....	....	.....	...	....	...	.....	...	.....	...	.....	...	.....	.....	1,198	1	2½
68	29	2	179	5	173	5	136	4	146	28	989	112	1,138	315	3,316	1¼	5½
69	....	....	418	...	180	...	17	...	98	14	839	14	235	11	1,202	1⅛	⅜
70	24	....	118	21	268	21	167	...	89	24	957	81	1,927	306	5,658	1¾	4
71	....	....	.....	...	....	...	.....	...	.....	...	.....	...	.....	.....	.....	.....	....
72	....	....	30	...	25	3	13	2	20	....	181	5	96	45	301	1	1/6
73	7	....	82	...	62	...	21	...	30	....	230	85	255	.....	1,750	3	2½
74	....	....	.....	...	....	...	.....	...	.....	...	.....	...	.....	.....	.....	.....	....
75	....	....	.....	...	....	1	2	1	3	2	8	6	84	12	509	4⅜	10
76	....	....	388	...	361	...	138	...	292	....	2,047	...	708	.....	671	—1	....
77	....	....	570	...	145	...	57	...	150	....	1,158	...	351	.....	159	—1	1/6
78	....	....	412	73	145	1	23	...	139	7	871	88	425	46	1,081	—1	5
79	....	....	88	...	121	...	78	...	61	....	513	305	1,247	.....	1,409	—1	3½
80	....	....	24	...	76	1	15	...	33	18	241	20	229	32	1,237	2	3¼
81	....	....	452	...	146	...	23	...	154	....	951	88	388	.....	1,807	1¼	4½
82	....	....	4	2	8	2	7	2	8	3	56	18	84	7	593	3⅜	....
83	8	....	388	...	183	...	29	...	141	....	872	...	482	71	1,643	1⅛	8¼
84	....	....	236	...	183	3	104	2	91	1	960	66	440	45	4,578	3	1⅜
85	1	....	24	...	47	...	13	...	47	75	184	75	753	66	3,203	3	3½
86	....	....	172	...	104	...	29	...	140	....	606	...	286	.....	459	—1	2¼
87	....	....	271	...	353	5	122	...	265	3	1,258	9	357	9	654	—1	....
88	....	....	690	...	158	...	17	...	160	....	1,103	90	324	22	1,087	—1	2½
89	....	....	46	9	42	7	6	2	12	5	166	34	214	19	704	1⅜	5½
90	27	....	668	38	133	4	121	...	136	....	1,362	42	409	22	2,300	1¼	7⅜
91	....	....	165	21	70	1	57	...	43	....	414	24	198	18	1,044	1⅜	10½
92	....	....	422	...	482	...	94	1	562	25	2,423	32	1,337	29	6,567	1¾	2¾
93	1	....	195	31	97	40	33	2	63	38	674	147	273	49	2,310	2	10
94	....	....	176	...	239	...	107	...	191	....	1,264	...	374	.....	.....	.....	....
95	11	1	488	24	242	8	54	5	174	31	1,276	116	967	75	2,227	—1	1½
96	53	....	475	155	206	90	59	...	228	120	1,937	405	814	169	1,412	—1	1¾
97	....	....	333	...	378	...	49	...	154	....	.....	...	332	.....	241	—1	....
98	....	....	17	234	40	...	34	...	50	....	441	234	512	.....	1,369	1	2¾
99	49	7	345	15	352	66	306	26	249	37	1,829	210	2,429	406	40,988	8⅛	2
100	....	....	809	...	192	1	21	...	212	2	1,420	3	510	66	2,712	1⅝	6
101	46	....	148	...	173	13	96	...	107	1	861	75	300	74	1,287	1	½
102	3	....	565	77	156	2	19	1	275	23	1,077	103	1,033	95	1,357	—1	....
103	5	....	242	...	118	3	19	1	93	....	653	5	279	77	762	—1	2½
104	....	....	364	...	253	...	78	...	280	....	1,805	...	431	.....	590	—1	5
105	....	....	247	...	116	...	17	...	19	1	511	1	275	15	1,153	1⅛	3¾
106	....	....	.....	...	....	...	.....	...	.....	...	.....	...	.....	.....	.....	.....	....
107	18	....	25	6	12	8	14	4	12	5	109	30	214	36	1,734	4	4¾
108	....	....	1,121	...	223	...	136	...	212	1	2,468	2	434	8	3,319	1	20
109	18	1	310	3	188	1	57	6	244	11	1,048	51	822	59	2,424	1¼	8¼
110	....	....	1,116	138	476	...	188	...	453	....	3,083	138	1,045	50	1,973	—1	10

CIRCULATION TABLE

Showing the total number of Books of Non-Fiction and Fiction and the circulation of the several Public Libraries of the Province, Association, com

Number	Name of Library	Total No. of Books	1 General Works		2 Philosophy		3 Religion		4 Sociology		5 Philology		6 Natural Science		7 Useful Arts	
	ASSOCIATION		A	J	A	J	A	J	A	J	A	J	A	J	A	J
111	Manotick	1,865	220				27						100		28	
112	Marksville	885	59				7						38			
113	Matilda	508	2		6		7		4							
114	Meaford	3,997	426				80								302	
115	Melbourne	1,200	108		3		43		4				54	1	10	
116	Merrickville	3,613	296				154								140	
117	Mildmay	2,462	359				37								72	
118	Millgrove	684	89		8		21						25			
119	Milton	4,062	98		64	1	148	3	133	7	7		210	12	63	1
120	Minden	1,447	401	37			44		1				107	1		
121	Monkton	1,345	58				76						120		38	
122	Mono Centre	515	31	10	15		7	12					28	1	3	
123	Mono Mills	750	128	1			60	2	2		35		4	1	5	1
124	Mono Road	1,939	435	19			171		128					1		
125	Morrisburg	3,017	5		35	1	61	6	65	5			85	27	23	3
126	Morriston	1,377		30			84									
127	Mt. Albert	973			13		23		13				25	4	14	
128	Mt. Brydges	942	15		8		77		9				18		7	
129	Nanticoke	2,135	279	20			56	16	90	18			47		2	
130	Napanee	6,773	659				84		10		2		380		2	
131	Napier	271	1				3						25			
132	Newburgh	2,176	2		1		145		2				195			
133	Newbury	978	19				3						18		7	
134	New Dundee	934					40						50			
135	New Hamburg	Returned for correction and has not yet been received by Department														
136	Newington	901	26		5		65						40			
137	Niagara	7,303	208	21	35	2	75	5	12		20		581	12	35	8
138	Norland	749	40				34						18			
139	North Gower	2,051	525	57			51						117			
140	Norwich	2,704	156	6			42		2	8			89	4		3
141	Norwood	2,420	255	1			107								108	
142	Oakville	4,844	357	10			393	10	5		3				295	7
143	Odessa	1,360	67				30						35			
144	Omemee	1,032	180				44		1				55	1	4	
145	Orono	1,579	60	39			126								113	
146	Pakenham	778	29				6						21		3	
147	Pickering	1,782	42	15			77	7					96	70		
148	Pinkerton	1,901	112	11	1		49		3				106	2	8	
149	Plattsville	2,186														
150	Point Edward	3,684	60				67						21		264	
151	Port Credit	2,203	316				65								110	
152	Port Dover	1,404		114	1		41						66			
153	Port Perry	2,539	306				5		5				92		9	
154	Port Rowan	2,155	393		15		34						71			
155	Port Stanley	1,755	175	17			10						101	4	6	1
156	Princeton	2,223	107				88						91		6	
157	Queensville	2,447					69						65		1	
158	Rainy River	545														
159	Richmond	1,595	177				65						77			
160	Ridgeway	1,962		4	1		30	1	8	4			50	11	9	15
161	Ridgetown	4,529		1			141						446			2
162	Ripley	2,351	1													
163	Riversdale	1,258	408				35						39		3	
164	Rockwood	2,020	26				32						47			
165	Romney	3,150	314	54	3		239		10				212	4	6	

CIRCULATION TABLE

all of the Thirteen Classes of these books under the Dewey Decimal Classification, in piled from the Annual Reports of all Libraries, etc.—Continued

Number	8 Fine Arts		9 Literature		10 History		11 Biography		12 Geography and Travel		13 Total Non-Fiction		14 Total Fiction		15 Grand total of circulation	Ratio of Circulation to books in library	Books circulated per capita of population
	A	J	A	J	A	J	A	J	A	J	A	J	A	J			
111	....	....	445	...	238	...	28	...	150	....	1,299	...	563	3	1,019	—1	2½
112	....	....	332	...	158	...	8	...	87	....	689	...	196	.....	1,267	1½	3
113	....	....	224	...	77	...	8	...	39	....	367	...	116	.....	.....	.....	....
114	....	....	411	...	603	...	329	...	261	....	2,414	...	1,272	.....	8,862	2¼	....
115	....	....	114	100	90	71	49	1	116	63	621	236	329	14	1,180	—1	3⅓
116	....	....	410	...	363	...	127	...	152	....	1,706	450	1,457	.....	5,055	1⅓	4½
117	11	....	655	...	268	...	125	...	346	1	1,873	1	588	.....	1,272	—1	1¼
118	....	....	180	...	120	...	11	...	64	....	518	...	166	.....	855	1¼	4¼
119	41	2	319	8	237	21	524	4	256	....	2,100	59	1,773	130	4,331	1	2¼
120	....	....	77	...	243	...	63	3	178	1	1,125	42	269	11	1,996	1⅓	6½
121	....	....	23	...	165	...	52	...	.....	....	532	...	533	280	863	—1	2½
122	....	....	59	15	55	1	25	...	34	....	257	39	219	.....	330	—1	7⅓
123	....	....	58	2	51	1	38	2	32	....	413	10	310	17	538	—1	....
124	....	....	178	...	232	1	109	...	227	....	1,506	21	433	5	1,061	—1	....
125	11	1	208	11	201	36	167	...	147	2	1,028	297	1,533	364	5,043	1⅔	3
126	45	....	405	...	164	...	68	...	166	....	932	30	310	105	698	—1	¼
127	10	....	26	3	38	...	40	1	33	8	235	16	621	101	1,090	1	2
128	5	....	53	18	24	...	32	...	28	....	276	18	561	87	628	—1	1½
129	....	....	468	54	215	71	85	7	177	44	1,419	239	345	141	1,178	—1	9
130	2	....	748	...	935	...	372	...	1,074	....	4,513	374	1,886	.....	11,583	1⅔	3⅓
131	....	....	15	...	11	...	15	...	9	....	86	...	149	36	749	2½	⅜
132	72	....	409	...	413	...	106	...	318	....	1,708	...	309	159	1,089	—1	2
133	....	....	534	...	88	...	20	...	101	....	790	...	188	.....	1,160	1	3
134	....	....	455	...	59	...	17	...	71	....	692	...	240	.....	993	1	3¼
135																	
136	....	....	307	...	124	...	35	...	104	....	706	...	195	.....	1,280	1⅓	4¼
137	38	2	990	279	891	10	714	2	550	4	4,821	345	2,087	50	5,971	—1	4¼
138	....	....	263	...	82	...	39	...	20	....	496	...	253	.....	1,576	2	16
139	15	....	316	...	329	...	.....	...	182	....	1,535	57	459	.....	1,245	—1	3
140	....	....	866	72	296	31	.....	...	164	14	1,615	138	757	194	5,447	2	4½
141	....	....	486	...	268	1	106	3	133	....	1,463	5	825	127	1,304	—1	1½
142	....	....	789	16	355	7	334	6	627	10	3,299	56	1,368	121	7,842	1½	3
143	....	....	536	...	173	...	23	...	140	....	1,004	...	356	.....	3,685	2⅓	5¼
144	22	....	116	2	207	8	39	2	64	9	732	22	252	26	1,401	1⅓	2⅓
145	....	....	426	...	241	1	67	...	160	....	1,235	40	297	7	1,691	1	3
146	1	....	49	...	39	2	50	...	9	5	231	7	347	193	1,823	2½	3⅔
147	47	....	162	29	204	105	85	27	74	200	787	453	341	201	.....	.....	....
148	2	....	696	...	187	1	61	1	260	....	1,489	15	389	8	797	—1	6
149	....	....	.....	...	.....	...	.....	...	.....	...	.....	...	.....	.....	3,517	1⅔	6½
150	....	....	1,031	...	334	...	142	...	397	....	2,297	...	1,387	.....	2,274	—1	2½
151	63	....	395	...	396	...	49	...	163	....	1,557	...	512	134	1,965	—1	1½
152	....	....	306	...	198	...	21	...	131	....	765	114	525	.....	5,294	3½	2¾
153	4	....	475	...	411	...	49	...	439	....	1,795	...	744	.....	2,360	—1	1⅔
154	....	....	218	...	202	...	99	...	76	....	1,511	...	549	95	1,121	—1	1½
155	....	....	427	...	263	25	30	9	98	80	1,118	136	424	77	2,351	1⅓	3
156	32	....	575	...	342	...	68	...	243	....	1,552	...	671	.....	2,211	—1	6½
157	....	....	942	18	417	6	78	3	263	12	1,835	39	521	52	1,925	—1	9⅔
158	....	....	.....	...	.....	...	.....	...	.....	...	148	...	321	76	1,540	3	7¼
159	29	....	262	...	376	...	97	...	175	....	1,262	...	333	.....	744	—1	1¾
160	16	....	89	14	42	6	32	13	49	4	336	72	1,231	323	2,372	1¼	....
161	....	....	1485	1	399	3	195	...	367	2	3,076	9	1,355	89	3,723	—1	3⅜
162	9	....	.....	...	.....	...	.....	...	.....	...	.....	...	.....	.....	1,615	—1	....
163	9	....	262	2	104	...	21	...	116	3	1,017	5	221	10	441	—1	⅘
164	....	....	221	...	280	...	48	...	230	....	1,434	...	546	40	1,489	—1	....
165	....	....	651	4	427	5	133	1	441	1	2,490	15	613	32	1,372	—1	⅞

N.B.—The sign "— 1" denotes that the books in the Library were circulated less than once.

CIRCULATION TABLE

Showing the total number of Books of Non-Fiction and Fiction and the circulation of the several Public Libraries of the Province, Association, com

Number	Name of Library	Total No. of Books	1 General Works		2 Philosophy		3 Religion		4 Sociology		5 Philology		6 Natural Science		7 Useful Arts	
	ASSOCIATION		A	J	A	J	A	J	A	J	A	J	A	J	A	J
166	Runnymede .	855	35	....	....	....	.....	....	....	....	....	....	.....	....	....	...
167	Russell	2,068	307	....	....	....	73	....	....	....	....	....	146	7	1	1
168	Saltfleet	1,952	92	7	....	....	12	....	....	....	....	....	67	8	27	2
169	Scarboro	4,356	140	3	82	....	413	....	137	15	....	....	228	....	112	5
170	Scotland	1,603	.....	....	....	....	50	....	71	....	....	....	.....	2	....	...
171	Shedden	1,883	55	....	....	....	97	....	....	....	....	....	107	....	....	...
172	Shetland	303	55	8	....	....	9	2	....	....	....	....	1	12	18	2
173	Singhampton	285	7	....	2	....	16	....	1	....	....	....	8	....	....	...
174	Smithville ..	1,689	147	63	....	....	26	....	....	....	....	....	183	....	....	...
175	Southampton	5,015	975	....	....	....	75	....	....	....	....	....	331	....	....	...
176	S. Mountain .	937	31	2	....	....	22	....	....	....	....	....	41	6	....	...
177	South River .	.....	.....	....	....	....	.....	....	....	....	....	....	.....	....	....	...
178	Speedside.....	1,114	127	2	2	....	39	....	4	1	19	....	52	1	8	...
179	Springfield ..	1,548	400	....	....	....	40	....	....	....	....	....	50	....	70	...
180	Stevensville .	270	4	1	....	....	13	....	....	....	....	....	8	5	3	1
181	Strathroy ...	6,956	.....	....	....	....	313	....	....	....	....	....	.....	....	568	...
182	St. George ..	5,284	.....	....	....	....	103	....	....	....	....	....	.....	....	307	4
183	St. Helens ...	1,986	109	10	....	....	190	20	....	....	....	....	120	....	....	12
184	Sunderland ..	2,056	515	....	....	....	48	....	....	....	....	....	.....	....	112	...
185	Sudbury	672	.....	17	....	....	4	....	....	....	....	....	5	....	....	...
186	Sundridge ..	821	84	....	....	....	45	....	....	....	....	....	67	....	....	...
187	Sutton	904	9	....	2	....	29	....	1	....	....	....	36	....	6	...
188	Sydenham ...	1,459	87	....	....	....	32	6	2	....	....	....	67	11	3	...
189	Tavistock ...	4,719	1,169	155	....	....	316	....	....	....	....	....	394	....	....	...
190	Teeswater ...	4,476	591	20	....	....	174	....	628	....	....	....	222	....	118	...
191	Thamesford .	1,359	10	....	....	....	122	....	....	....	....	....	96	....	....	...
192	Thamesville .	2,050	151	4	....	....	37	1	....	....	....	....	.....	....	160	18
193	Thedford	2,731	723	351	....	....	72	....	....	....	....	....	187	....	....	...
194	Thornberry .	1,614	150	....	....	....	11	....	....	....	....	....	50	14	....	...
195	Tilbury	2,317	32	30	21	10	71	....	4	....	67	....	52	14	13	...
196	Tottenham ..	2,496	913	5	....	....	58	....	....	....	....	....	54	....	....	...
197	Trout Creek .	1,150	88	....	....	....	19	....	....	....	....	....	58	....	....	...
198	Tweed	1,549	25	....	....	....	72	....	56	....	....	....	88	....	....	...
199	Underwood ..	1,514	51	....	....	....	170	....	....	....	....	....	.....	....	129	...
200	Unionville ..	1,330	.....	....	37	....	42	....	14	....	....	....	59	2	5	2
201	Vankleek Hill.	1,705	.....	....	....	....	26	....	....	....	....	....	59	....	....	...
202	Victoria	3,183	991	38	....	....	214	4	....	....	....	....	.....	....	205	10
203	Victoria Mines.	1,094	73	....	....	....	4	....	4	....	....	....	29	....	* 2	...
204	Victoria Road..	99	24	....	....	....	13	....	....	....	....	....	1	....	....	...
205	Walton	1,186	36	....	....	....	70	....	....	....	....	....	61	....	15	...
206	Wardsville ..	1,829	4	....	3	....	45	....	4	....	....	....	197	13	27	...
207	Warkworth ..	1,371	12	....	....	....	29	....	....	2	....	....	53	....	....	...
208	Waterdown ..	2,009	129	22	10	....	70	4	18	....	4	....	39	8	49	20
209	Waterford ...	1,160	140	....	....	....	43	....	....	....	....	....	22	....	....	...
210	Welland	5,346	965	243	....	....	210	....	1	....	....	....	443	4	11	6
211	Wellesley ...	2,437	.....	....	....	....	102	....	....	....	....	....	112	....	2	...
212	Westford	1,992	.....	16	....	....	235	1	....	....	....	....	160	1	15	...
213	White Lake .	739	.....	6	17	....	49	5	13	9	....	....	5	....	3	...
214	Wiarton	2,721	.....	....	51	....	216	4	85	7	2	....	110	21	42	9
215	Williamstown	2,183	157	49	1	....	29	....	7	....	....	....	130	1	5	...
216	Winchester .	1,291	98	....	....	....	21	....	....	....	....	....	.....	....	16	...
217	Woodbridge .	2,233	381	3	....	....	77	....	....	....	....	....	.....	....	170	2
218	Woodville ...	2,492	14	8	38	12	175	54	....	....	....	....	92	19	30	30
	Totals...	414067	**32,909 *3,150		1,006 34		15,392 269		2,494 159		215 4		14,779 602		7,667 288	

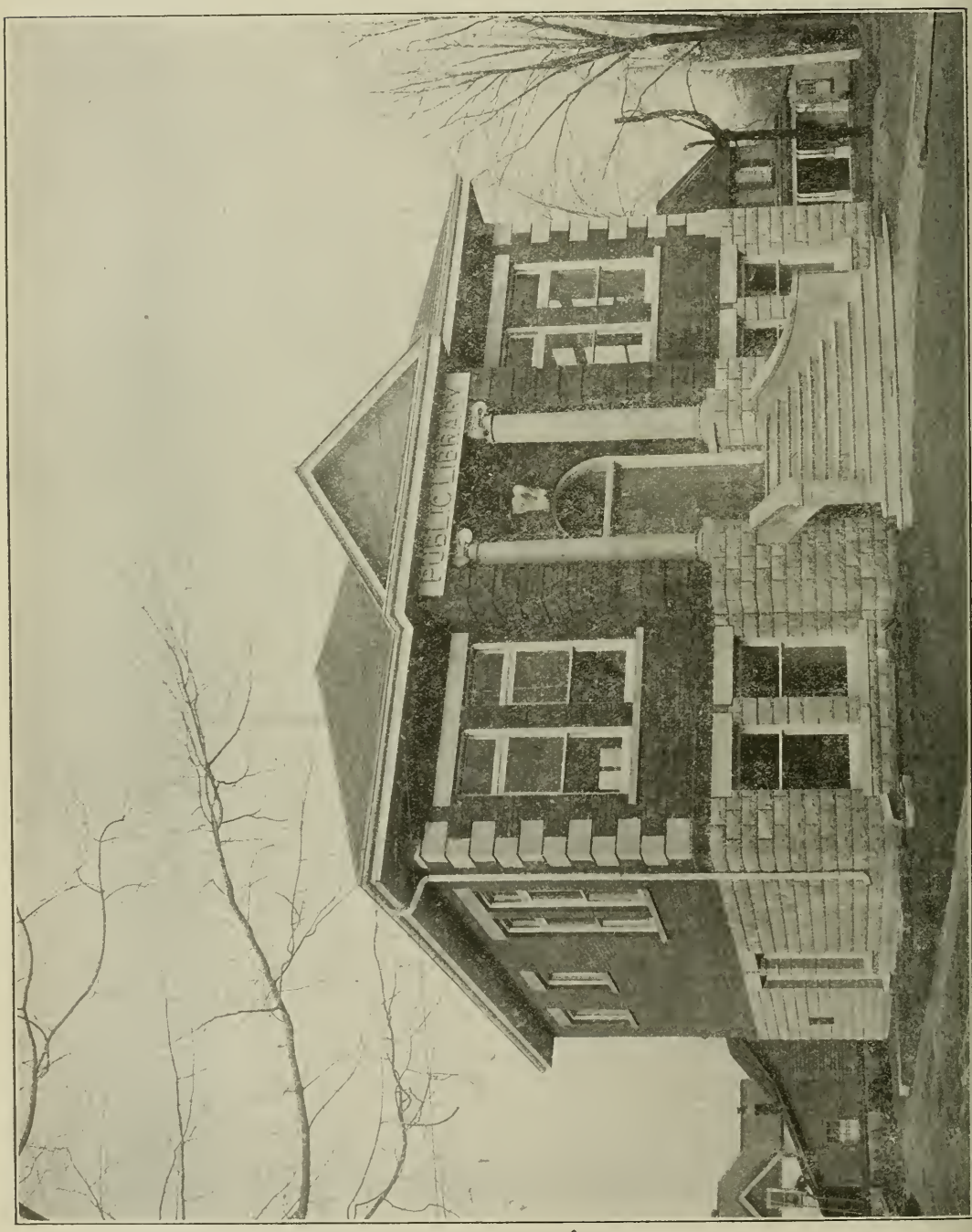
NOTE.—The figures appearing at the bottom of the twelve classification columns above, represent the total number of books for Adults and Juveniles respectively. The Total "*Adult*" books is shown by two stars **, and the Total "*Juvenile*" books by one star *.

CIRCULATION TABLE

all of the Thirteen Classes of these books under the Dewey Decimal Classification, In piled from the Annual Reports of all Libraries, etc.—Concluded

Number	8 Fine Arts		9 Literature		10 History		11 Biography		12 Geography and Travel		13 Total Non-Fiction		14 Total Fiction		15 Grand total of circulation	Ratio of Circulation to books in library	Books circulated per capita of population
	A	J	A	J	A	J	A	J	A	J	A	J	A	J			
166	13	....	11	...	9	...	30	...	6	....	110	...	510	.....	2,633	3	$\frac{3}{4}$
167	2	....	329	2	288	10	125	...	182	2	1,468	22	567	9	2,545	$1\frac{1}{4}$	$4\frac{1}{4}$
168	7	2	767	2	131	15	29	...	186	1	1,313	133	466	140	3,484	$1\frac{2}{5}$	....
169	46	....	24.	60	335	22	280	...	408	52	2,508	157	1,486	205	2,145	—1	....
170	29	....	363	9	266	4	60	4	188	8	1,037	27	525	14	1,124	—1	$2\frac{1}{4}$
171	....	....	437	...	221	...	68	...	154	....	1,164	...	719	.....	1,832	—1	$5\frac{1}{2}$
172	8	1	14	1	8	6	22	4	9	....	227	36	76	47	275	—1	1
173	....	....	91	...	31	...	3	...	15	....	174	...	111	.....	322	1	$3\frac{1}{4}$
174	....	....	430	...	159	...	54	...	152	....	1,151	63	475	.....	4,000	$2\frac{1}{2}$	10
175	....	....	664	...	394	...	236	...	765	....	3,859	...	1,156	.....	2,951	—1	$1\frac{3}{4}$
176	....	....	163	11	129	10	43	6	103	10	532	45	335	24	4,779	5	12
177	....	....	.....	...	...	...	.....	...	.....	.....	.....	...	.....	.....	.....	.....	....
178	....	....	184	1	140	4	47	2	68	3	706	14	349	45	867	—1	$2\frac{3}{4}$
179	....	....	50	...	212	...	76	...	150	....	1,048	...	500	.....	1,195	—1	$2\frac{1}{2}$
180	....	....	2	6	12	8	5	2	7	9	54	32	153	31	1,118	4	....
181	....	....	1,402	...	842	...	470	...	503	....	4,257	...	2,699	.....	28,737	4	$9\frac{1}{2}$
182	....	....	1,647	...	747	...	232	...	819	30	3,952	34	1,251	47	3,726	—1	$5\frac{3}{4}$
183	58	....	150	...	123	5	125	...	90	5	965	52	690	279	14,064	7	$21\frac{1}{2}$
184	....	....	406	...	215	...	51	...	272	....	1,619	...	437	.....	912	—1	$1\frac{1}{4}$
185	2	....	82	...	83	...	38	...	35	....	255	17	362	38	390	—1	$\frac{1}{13}$
186	....	....	250	...	137	...	41	...	72	....	696	...	125	.....	.....	.....	....
187	....	....	24	...	83	4	19	3	61	3	270	10	507	117	3,480	$3\frac{1}{2}$	$3\frac{3}{4}$
188	....	....	591	29	130	7	30	2	109	20	1,051	75	295	37	1,909	$1\frac{1}{4}$	2
189	....	....	434	...	347	...	278	...	.....	....	2,990	...	1,574	.....	6,753	$1\frac{1}{2}$	$5\frac{1}{2}$
190	....	....	99	...	390	...	227	...	222	....	2,717	20	1,669	70	4,018	—1	$4\frac{3}{5}$
191	48	....	169	...	233	...	119	...	8	....	805	...	554	.....	.....	.....	....
192	....	....	409	...	410	5	79	4	262	....	1,508	32	510	.....	1,786	—1	2
193	....	....	37	...	236	...	103	...	323	....	1,721	351	600	59	4,030	$1\frac{1}{2}$	$6\frac{3}{4}$
194	....	....	385	...	261	10	37	...	155	....	1,049	...	541	.....	1,262	—1	$1\frac{1}{2}$
195	10	....	416	100	216	5	141	...	195	203	1,270	386	502	159	2,093	—1	$1\frac{1}{3}$
196	....	....	131	...	185	...	102	...	104	....	1,547	5	874	.....	1,659	—1	3
197	....	....	392	...	75	...	162	...	128	....	922	...	228	.....	238	—1	....
198	20	....	204	...	117	...	55	...	122	....	759	...	496	.....	5,859	$3\frac{3}{5}$	$4\frac{1}{2}$
199	....	....	.....	...	114	...	114	...	.....	....	578	...	929	.....	1,314	—1	1
200	....	....	381	...	129	1	36	...	108	1	811	6	410	103	2,201	$1\frac{1}{2}$	$4\frac{1}{3}$
201	....	....	590	...	214	...	36	...	158	....	1,083	227	395	.....	1,157	—1	$1\frac{2}{5}$
202	....	....	25	...	350	...	120	...	343	16	2,348	68	845	12	700	—1	....
203	....	....	198	...	105	...	14	...	84	....	513	...	496	85	1,354	$1\frac{1}{3}$	$1\frac{1}{2}$
204	....	....	2	...	7	...	3	...	10	....	60	...	39	.....	290	3	$\frac{3}{4}$
205	10	....	432	...	186	...	49	...	126	....	985	...	201	.....	2,586	$2\frac{1}{3}$	13
206	30	....	252	1	142	47	117	14	84	44	905	119	692	101	3,500	2	14
207	....	....	297	...	231	...	70	...	114	....	806	2	536	26	781	—1	$1\frac{1}{4}$
208	20	3	380	76	294	8	83	10	153	38	1,249	225	416	119	5,965	3	$7\frac{3}{4}$
209	....	....	120	...	129	...	45	...	197	....	686	...	459	.....	2,165	2	2
210	3	....	145	...	696	3	319	1	391	5	3,513	262	1,506	65	8,119	$1\frac{1}{2}$	$1\frac{1}{2}$
211	....	....	878	...	402	...	36	...	167	....	1,699	...	567	171	2,699	1	$3\frac{1}{4}$
212	335	....	424	...	158	3	63	...	121	2	1,511	23	379	48	357	—1	2
213	....	....	216	6	90	...	16	...	48	....	457	26	253	3	991	$1\frac{1}{4}$	$2\frac{1}{4}$
214	28	....	190	4	411	20	192	11	.....	....	1,342	76	1,114	189	4,900	$1\frac{3}{4}$	$2\frac{1}{2}$
215	74	....	461	2	416	...	175	...	149	....	1,604	52	476	13	1,460	—1	$3\frac{1}{2}$
216	....	....	141	31	132	...	30	...	138	....	576	31	616	68	3,807	3	$3\frac{1}{2}$
217	....	....	407	51	287	6	88	5	227	6	1,637	53	514	29	1,460	—1	....
218	22	10	578	181	234	27	95	35	209	62	1,487	438	501	66	1,918	$1\frac{1}{3}$	$4\frac{3}{4}$
	2,013		72,796		44,898		18,847		34,983		252,641		128,340		555,805	2	2
	38		2,341		1,740		595		2,752		13,603		12,474				

N.B.—The sign "—1" denotes that the books in the library were circulated less than once.


PUBLIC LIBRARY

SUMMARY OF CIRCULATION

Total number of Books in the several Public Libraries of the Province "FREE," December 31st, 1912	1,040,554
Total Books of Non-Fiction	655,391
do of Fiction	376,523
do Unclassified	8,640
Non-Fiction amounts to	64% of whole.
Fiction amounts to	36% "

Total No. of Books in the several Public Libraries of the Province, "ASSOCIATION," December 31st, 1912	414,067
Total Non-Fiction	266,244
Total Fiction	140,814
Total Unclassified	7,009
Non-Fiction amounts to	66% of whole.
Fiction amounts to	34% "

Recapitulation

Grand Total Books of Non-Fiction	921,635
do Fiction	517,337
do Unclassified	15,649
Total	1,454,621

RATIO OF CIRCULATION TO NUMBER OF BOOKS IN "FREE" LIBRARIES

Showing the Ratio of Circulation, highest and lowest respectively, to the number of books in and of all those Free Libraries as listed in Table, pages, 762-767.

Six Over 5¼		Six Under ¾	
1 Pembroke	7½	1 Garden Island	1/5
2 Port Arthur	7½	2 Caledon	½
3 North Toronto	6⅚	3 Arthur	½
4 Fort William	6½	4 Beeton	½
5 Hamilton	6½	5 Little Britain	½
6 St. Thomas	5½	6 Otterville	½

Books circulated in above Free Libraries per capita of population:

Six Over 8¼		Six Under 2	
1 Oakwood	10½	1 Toronto	1⅞
2 Garden Island	9	2 Beeton	1½
3 Grimsby	9	3 Copper Cliff	1⅓
4 Alton	8½	4 Kenora	1¼
5 Millbrook	8½	5 North Bay	1¼
6 Streetsville	8½	6 Otterville	1¼

RATIO OF CIRCULATION TO NUMBER OF BOOKS "ASSOCIATION" LIBRARIES

Showing the Ratio of Circulation, highest and lowest, to the number of books in and of all those Association Libraries as listed in Table, pages 768-775

Six Over 4⅖		With Less Than 1
1 Kingston	8⅓	95 Libraries have a circulation of less than 1.
2 St. Helen's	7	
3 Bath	6½	
4 Delta	5½	
5 South Mountain	5	
6 Glanworth	4⅖	

Books circulated in above Association Libraries per capita of population:

Six Over 13¾		Six Under ¾	
1 St. Helen's	21½	1 Sudbury	1/10
2 Coldstream	17½	2 Fullarton	⅛
3 Bath	17	3 Morriston	¼
4 Norland	16	4 Creemore	⅓
5 Brucefield	14¼	5 Kintore	½
6 Cambray	14	6 Colborne	⅔

A GREAT RECORD

Five Years of Library Development in Toronto

The Toronto Public Library, to quote Mr. G. Locke, Chief Librarian, has tried to keep pace with the marvellous growth of the City, and this had to be done on an income of one-half of what is allowed to the library of any other municipality in the province; in other words all municipalities in the province may levy a rate of one-half a mill on the dollar of assessed valuation, but the City of Toronto may levy only one-quarter of a mill.

The income of the Public Library Board is twice as large as it was five years ago. The number of books purchased in 1913 is *six* times as large as five years ago.

The number of books purchased during the last five years is *five* times as large as the number purchased during the preceding five years.

The use of the Reference Library, the heart of a Library System, is a good index to the educational value of a Library. It is *five* times as large as it was five years ago.

There are now 40,174 Borrowers on the Library list.

An index to the growth of interest in the Children's rooms is shown by an examination of the statistics of December, 1913, which is by no means the most important month in the year. During this month there were 13,488 books in circulation among children, and of these 4,263 volumes were from the Dovercourt Branch. There were 9,830 books used in the Children's Rooms as works of reference in connection with enquiries, debates, home work set by school teachers, etc.

There are *thirteen* Public Libraries in Toronto, *eleven* of which have been opened during these five years.

"A STEP BACKWARD"

State of New York

Under the above heading the following extracts are taken from an article in the November 1913 Quarterly of "New York Libraries," published at Albany by the University of the State of New York.

"Last year the sum set apart for aid to free libraries in buying books was $35,000. In the coming year, 1914, from October 1st, the amount for this purpose will be $25,000. The libraries of the State have thus lost $10,000 which they had every reason to expect to receive. * * * The policy of the State to furnish books for the people dates back 75 years to the time when $55,000 a year was given for district libraries. Abuses arose in the use of the gift; but, 21 years ago, a new beginning was made in a plan to use the bounty of the State under such restrictions and inspection as fully to prevent abuse and to make it a powerful influence for building up a strong and efficient body of local free libraries. The results have been such as to challenge criticism . * * * The limit was reduced in 1901 to $100. Yet the number of libraries continued to increase. In the present year (1913) the number of libraries receiving money has reached 383, the amount paid for the year is already $33,659, and there is still another month for payments. * * * The number of libraries on this honor roll has multiplied 10 times in 20 years and the $100 from the State on the usual strict terms of approval has so fully grown into and become a part of the structure of each library that the loss of any part of it will be seriously felt. * * * Obviously the limit must now be reduced perhaps as low as $60 to each library.

The remedy must lie with another Legislature."

The maximum Government Library grant for Ontario still remains at $260.

PUBLIC LIBRARY BUILDINGS

Complications have arisen in many cases owing to the neglect of the Boards of certain Public Libraries to notify the Department that they either contemplated asking, or already had asked the Carnegie Corporation for a gift for the erection of a public library building. In some instances libraries that had neglected to report for two consecutive years, and hence were not upon the list of active libraries, had received grants and proceeded with the erection of buildings, when under the Act the books which they had in their possession were no longer their property but of the Department; actually arranging to construct costly library buildings for which when completed they would have no books. Under Sec. 29 of the Pub. Lib. Act, 1909, a public library that has failed to report for two years effects a dissolution of the corporation and surrenders all right to the books and periodicals, etc., which become the property of the Department of Education, and can be disposed of as the Minister may deem best in the interest of all concerned. Dresden is one of these libraries which have so neglected to report and yet received a Carnegie grant.

LIBRARY INSTITUTES

The Province of Ontario is now divided into 15 districts; the value and influence of these Institutes can hardly be over-estimated. At the opening of some of these, however, no member of the Ontario Library Association Executive has been present, and the work of direction has fallen on the Inspector of Public Libraries. In two instances no minutes were taken of the proceedings. Unless all District Secretaries are prepared to carry out their official responsibilities they should be replaced by others. Much inconvenience also has resulted through non-attendance of speakers after agreeing to be present. Libraries that have neglected for two years to send a delegate to a District Institute, under section 26, sub-section 2, Public Libraries Act, will have five dollars deducted from their annual grants for 1913, payable in 1914.

ATTENDANCE OF DELEGATES

Showing total attendance of Delegates at all Library Institutes held in Ontario during 1913, in the order in which they were held.

Name of Institute	Total Number of Libraries in Institute District	Total Number of Delegates Present
1. Chatham	32	25
2. Brantford	34	24
3. Western	7	6
4. Northern	20	10
5. Georgian	19	16
6. Lindsay	39	24
7. Niagara	25	18
8. Guelph	33	21
9. York	16	13
10. Toronto	1	11
11. Stratford	46	34
12. Orangeville	27	18
13. Eastern	48	30
14. Belleville	24	16
15. London	23	20
	394	286

*Toronto has eleven Branches.

LIBRARIES NOT REPRESENTED AT ANNUAL INSTITUTES, 1913

Public Libraries, FREE and ASSOCIATION, which after due notification neglected to send a delegate to their respective Library Institutes during the calendar year 1913, and are, therefore, amenable to the provisions of Section 26, Sub-section 2, Public Libraries Act of 1909.

Name of Library	Name of Institute	Where Held	Remarks
1. Abingdon	Niagara	Dunville.	
2. Alma	Guelph	Georgetown.	
3. Alton	Orangeville	Durham.	
4. Apple Hill	Eastern	Ottawa	Incorporated Sept. 4, 1913.
5. Arnprior	Eastern	Ottawa.	
6. Arthur	Guelph.	Georgetown	
7. Atwood	Stratford	Stratford.	
8. Auburn	Stratford	Stratford.	
9. Bath	Belleville	Cobourg.	
10. Baysville	Lindsay	Uxbridge.	
11. Bobcaygeon	Lindsay	Uxbridge.	
12. Bracebridge	Lindsay	Uxbridge.	
13. Brighton	Belleville	Cobourg.	
14. Burgessville	Brantford	Hamilton.	
15. Cambray	Lindsay	Uxbridge.	
16. Camden East	Belleville	Cobourg.	
17. Carp	Eastern	Ottawa.	
18. Cayuga	Niagara	Dunnville.	
19. Chatsworth	Orangeville	Durham.	
20. Chesterville	Eastern	Ottawa.	
21. Cookstown	Georgian	Midland.	
22. Dalhousie	Eastern	Ottawa.	
23. Dresden	Chatham	St. Thomas	Reorganized Jan. 1, 1913.
24. Dryden	Western	Fort William.	
25. Dundalk	Orangeville	Durham.	
26. Dungannon	Stratford	Stratford.	
27. Elk Lake	Northern	North Bay	Incorporated June 23, 1913.
28. Elphin	Eastern	Ottawa.	
29. Ennotville	Guelph	Georgetown.	
30. Erin	Guelph	Georgetown.	
31. Flesherton	Orangeville	Durham	Reorganized Feb. 13, 1913.
32. Fordwich	Stratford	Stratford	Reorganized April 15, 1913.
33. Forester's Falls	Eastern	Ottawa.	
34. Frankford	Belleville	Cobourg.	
35. Gananoque	Eastern	Ottawa.	
36. Garden Island	Belleville	Cobourg.	
37. Glen Morris	Brantford	Hamilton.	
38. Gore Bay	Northern	North Bay.	
39. Hagersville	Niagara	Dunnville.	
40. Haileybury	Northern	North Bay.	
41. Harrietsville	London	London.	
42. Hastings	Lindsay	Uxbridge.	
43. Hawkesville	Guelph	Georgetown.	
44. Hillview	Northern	North Bay.	
45. Huntsville	Lindsay	Uxbridge.	
46. Inglewood	Orangeville	Durham.	
*47. Kemptville	Eastern	Ottawa.	
48. Kincardine	Stratford	Stratford.	
49. Kintore	Brantford	Hamilton.	
50. Kirton	Stratford	Stratford	Incorporated Apl. 10, 1913.

LIBRARIES NOT REPRESENTED AT ANNUAL INSTITUTES, 1913—Continued

Name of Library	Name of Institute	Where Held	Remarks
51. Lanark	Eastern	Ottawa.	
*52. Lucan	London	London	Reorganized May 16, 1913.
53. Lucknow	Stratford	Stratford.	
54. Mallorytown	Eastern	Ottawa.	
55. Markdale	Orangeville	Durham.	
56. Marksville	Northern	North Bay.	
57. Merritton	Niagara	Dunnville.	
58. Middleville	Eastern	Ottawa.	
59. Minden	Lindsay	Uxbridge.	
60. Mono Road	Orangeville	Durham.	
61. Morriston	Guelph	Georgetown.	
62. Newboro	Eastern	Ottawa	Reorganized Nov. 1, 1913.
*63. New Dundee	Guelph	Georgetown.	
64. New Durham	Brantford	Hamilton.	
65. New Hamburg	Guelph	Georgetown.	
66. Norland	Lindsay	Uxbridge.	
67. North Gower	Eastern	Ottawa.	
68. Oakville	Guelph	Georgetown.	
69. Oakwood	Lindsay	Uxbridge.	
70. Orono	Lindsay	Uxbridge.	
71. Pakenham	Eastern	Ottawa.	
72. Penetanguishene	Georgian	Midland.	
73. Port Carling	Lindsay	Uxbridge.	
74. Port Colborne	Niagara	Dunnville.	
75. Port Credit	Orangeville	Durham.	
76. Port Dover	Brantford	Hamilton.	
77. Port Hope	Lindsay	Uxbridge.	
78. Princeton	Brantford	Hamilton.	
79. Richmond Hill	York	Runnymede.	
80. Rockwood	Guelph	Georgetown.	
81. Rodney	Chatham	St. Thomas	Reorganized May 29, 1913.
82. Saltfleet	Brantford	Hamilton.	
83. Shedden	Chatham	St. Thomas.	
84. Singhampton	Georgian	Midland.	
85. South Mountain	Eastern	Ottawa.	
86. South River	Northern	North Bay.	
87. Sparta	London	London.	
88. Speedside	Guelph	Georgetown.	
89. Strathcona (Napanee Mills)	Belleville	Cobourg.	
90. Streetsville	Orangeville	Durham.	
91. Sunderland	Lindsay	Uxbridge.	
*92. Sydenham	Belleville	Cobourg.	
93. Teeswater	Stratford	Stratford.	
94. Thamesford	Brantford	Hamilton.	
95. Tiverton	Stratford	Stratford	Reorganized April 16, 1913.
96. Trout Creek	Northern	North Bay.	
97. Unionville	York	Runnymede.	
98. Vankleek Hill	Eastern	Ottawa.	
99. Victoria Mines (Coniston)	Northern	North Bay.	
100. Victoria Road	Lindsay	Uxbridge.	
101. Walton	Stratford	Stratford.	
102. Welland	Niagara	Dunnville	
103. Wellesley	Guelph	Georgetown.	
104. Westford	Stratford	Stratford.	
105. West Lorne	Chatham	St. Thomas	Reorganized April 16, 1913.
*106. Wingham	Stratford	Stratford.	

*NOTE.—See correspondence. No fine.

SUMMARY

Showing the total number of libraries in each district not represented

1. Eastern	Institute	17
2. Lindsay	"	14
3. Guelph	"	12
4. Stratford	"	12
5. Orangeville	"	9
6. Brantford	"	8
7. Northern	"	8
8. Belleville	"	7
9. Niagara	"	6
10. Georgian	"	3
11. London	"	3
12. Chatham	"	4
13. York	"	2
14. Western	"	1

LIBRARY INSTITUTES

Probably one of the most important steps taken during 1913 in connection with the library "forward movement," now in full swing in this Province, was the creation of the 15th Public Library Institute for the Toronto district, under authority of the Minister of Education, which was organized and established at the first meeting held at the Reference Library, College Street, October 24th. The following circular letter explains itself:—

Toronto Public Library Institute

TORONTO, CANADA, Oct. 11th, 1913.

The Minister of Education has authorized the holding of a Public Library Institute for the City of Toronto, with the purpose of enlisting the co-operation of all library workers in the city, making the fifteenth Library Institute in Ontario and completing the organization of the Province in the matter of Institutes. There are many kinds of libraries in Toronto, *e.g.*: The Public Library, with its central reference library and eleven branch libraries; the University Libraries, Toronto, Trinity, McMaster and Victoria; the College Libraries, Knox, St. Michael's, Wycliffe, Pharmacy, Dentistry and others; the Legislative Library; the Department of Education Library; the High School and Collegiate Institute Libraries; the Public and Separate School Libraries; the Residential School Libraries; the Sunday School Libraries, and others. At present these libraries are for the most part working independently of each other, and while excellent work is being done, it is believed that the library problem of this city could be more effectively dealt with if co-operation could be had.

You are, therefore, invited to the first meeting of the Public Library Institute of Toronto, to be held Friday afternoon and evening, October 24th, in the Public Reference Library, College and St. George Sts.

You will note that the programme provides for two main features: (*a*) A survey of the library situation in Toronto and (*b*) an attempt to see the library problem in its wide outlook.

The importance of taking stock of our present resources and efforts and of trying to gain some adequate conception of what there is to be done in library work in Toronto is obvious, and we trust you will be present at this Institute and also use your influence in securing the largest possible attendance of all whom you know are engaged in library work in this city, or who are interested in library work.

GEORGE H. LOCKE, Provisional President.
WALTER R. NURSEY, Inspector of Public Libraries.
E. A. HARDY, Secretary, Ontario Library Association.

Minutes of the meeting as reported by the Secretary, Miss Eva Davis:—
The following persons registered attendance:

Prof. A. E. Lang, Victoria College Library; George H. Locke, Chief Librarian, Toronto Public Library; D. R. Keys, Librarian, Canadian Institute; R. J. McIntosh, Principal, Church Street School; A. E. MacLean, Central Technical School; Wm. Mowbray, Upper Canada College; Eva Davis, Toronto Public Library, Central; Mary H. MacGregor, T.P.L., Dovercourt Branch; A. F. Hunter, Ontario Historical Society Library; W. F. Chapman, P. S. Inspector; Myrtle B. Smith, T.P.L.; E. W. McCallum, T.P.L.; Irene M. Holland, T.P.L.; Margaret Graham, T.P.L.; Jno. J. Daley, Osgoode Hall Library; Chas. G. Fraser, Principal, Manning Avenue School; R. A. Gray, Oakwood High School; Agnes L. Simpson, T.P.L.; Frances M. Congdon, T.P.L.; Zetta Harper, T.P.L.; Jessie C. MacCurdy, Toronto; Teresa G. O'Connor, T.P.L.; Marion Field, T.P.L.; Helen M. Strachan, T.P.L.; E. S Caswell, T.P.L., Secretary-Treasurer; W. E. Smith, Department of Education; Wm. T. Sinclair, Department of Education; Agnes I. Lancefield, T.P.L.; J. M. Nelson, T.P.L.; R. Ferguson, T.P.L.; Gladys E. Stauffer, T.P.L.; B. M. Staton, T.P.L.; S. J. Lemon, T.P.L.; G. P. Bate, T.P.L.; Mary E. Black, Fort William; Dr. C. R. Charteris, Public Library, Chatham; H. M. Wodson, P.L., Runnymede; Hazel Macdonald, Danforth Avenue Baptist Church, Todmorden; Mrs. A. T. Elliot, Highland Creek, Ont.; Emily A. Hamilton, T.P.L.; May McConnell, T.P.L.; Marjorie H. Jarvis, T.P.L.; Grace Lovelock, T.P.L.; Irene Belcher, T.P.L.: Annie Webb, T.P.L.; E. I. Watt, T.P.L.; M. McElderry, T.P.L.; Elizabeth Moir, T.P.L.; Walter R. Nursey, Inspector, Public Libraries; B. L. Lawrence, 28 Duke Street, Toronto; Minnie MacFayden, T.P.L.; Jessie Swinarton, T.P.L.; W. J. Sykes, Chief Librarian, Ottawa; P. O'Connor, T.P.L.; Hattie Norwich, T.P.L.; Nora Moriarty, T.P.L.; Edith Scott, T.P.L.; Winifred Barnstead, T.P.L.; Lillian Smith, T.P.L.; Gertrude Boyle, T.P.L.; Frederica A. Wheeler, T.P.L.; M. A. MacLachlan, T.P.L.; Rev. E. Cockburn, Toronto; E. H. Elliott, T.P.L.; Eloise MacFayden, T.P.L.; Elfreda Corey, T.P.L.; Louise Lancey, T.P.L.; Irene Staton, T.P.L.; Mabel Baxter, T.P.L.; Margaret H. Kyle, T.P.L.; Frances M. Staton, T.P.L.; E. A. Hardy, Toronto Sunday Association; Moto Rush, T.P.L.; W. F. Moore, Dundas, President, O.L.A.; J. Davis Barnett, Stratford; Constance N. Spears, T.P.L.; Margaret Hall, T.P.L.; R. B. Thomson; Dr. Harrison Craver, Carnegie Library, Pittsburg, Pa.; Dr. Colquhoun, Deputy Minister of Education, Toronto; M. E. Thomson; Dora Spears, T.P.L.; J. Corcoran, T.P.L.; C. Morgan; O. W. Jeffery; L. McMurray; W. O. Carson, London; T. W. Banton, Toronto; L. S. Maughan, Toronto; Chas. G. Fraser, Jr., Toronto; Murray B. Watson, Toronto.

The meeting had been called by a Provisional Committee consisting of Mr. Geo. H. Locke, Chief Librarian of the Toronto Public Library; Mr. W. R. Nursey, Inspector of Public Libraries for Ontario; and Mr. E. A. Hardy, Secretary of the Ontario Library Association, which Committee had also outlined a programme for the initial meeting.

The chair was taken by the Provisional President, Mr. Geo. H. Locke, who called upon Mr. T. W. Self, Chairman of the Board of Management of the Toronto Public Library, to deliver an address of welcome. Mr. Self spoke briefly, welcoming the delegates to the use of the building, emphasizing the importance of the problems they were considering, and hoping the organization would do useful work.

The chairman appointed Messrs. E. S. Caswell and H. R. Alley a Committee of Nominations and Resolutions.

The following addresses were delivered in the order here given:

AFTERNOON SESSION, 2 TO 5 O'CLOCK.

2.45—Address, "The Library Institute System of Ontario." Walter R. Nursey, Inspector of Public Libraries.

3.00—Addresses or Papers (15 mins. each). "A Survey of the Library Situation in Toronto."

(*a*) From the standpoint of the Public Library. George H. Locke, Public Library.

(*b*) From the standpoint of the School. Charles J. Fraser, Principal, Manning Avenue School.

(*c*) From the standpoint of the Universities and Colleges. A. E. Lang, Victoria University.

(*d*) From the standpoint of the Special Libraries. A Representative of the Special Libraries.

(*e*) From the standpoint of the Sunday School. E. A. Hardy, Toronto S. S. Association.

4.15—"The Problems of the City Libraries." W. J. Sykes, Public Library, Ottawa.

4.35—"The Widening Sphere of the Library." Dr. C. R. Charteris, Chatham.

Toronto Institute.—Continued

An evening session was held at 8 o'clock.

The following report on nominations was presented by the convener of the committee:

Your Committee beg to submit the following nominations:

Honorary President ..... Hon. R. A. Pyne, M.D., LL.D.
President ..... George H. Locke, M.A.
Vice-President ..... Prof. A. E. Lang. M.A.
Secretary ..... Miss Eva Davis.
Executive Committee ..... Prof. D. R. Keys, M.A.,
R. A. Gray, B.A., Chas. G. Fraser, Inspector J. F. Power, E. A. Hardy, and Miss Frances Staton.

All of which is respectfully submitted.

E. S. Caswell, H. R. Alley, } Committee.

On motion the report was adopted.

Note.—Of the previous addresses or papers, all of which were replete with facts and potent practical suggestions, one only, that of the Inspector of Libraries, was reported or preserved for the printer. As this contains the story of the origin and development of the Library Institute movement in Ontario, it is reproduced on page 733 of this report.

The report of the Committee on Resolutions was presented by the convener as follows:—

Your Committee beg to submit for consideration the following resolutions:

1. That this Institute declares itself in favour of the establishment of a central Provincial Library to be situated in Toronto, one of the first purposes of which shall be to collect and preserve all available manuscripts, pamphlets and books relating to the Province of Ontario.

2. That this Institute expresses itself as favourable to the preparation of a catalogue of all Canadiana contained in the Libraries of the City of Toronto.

3. That the Board of Education be asked to make provision in school buildings in the far outlying districts of the City for Library accommodation, following the precedent of the Hillcrest Public School.

4. That our thanks be extended to the Honourable Minister of Education for providing for the establishment of this Institute.

All of which is respectfully submitted,

E. S. Caswell, H. R. Alley, } Committee.

On motion the report was considered clause by clause. Each of the resolutions being adopted after a brief discussion, the report as a whole was on motion adopted.

Evening Session, 8 to 10 o'clock.

8.00—Report of the Nominating Committee.
8.10—Report of Resolutions Committee.
8.30—Address. A. H. U. Colquhoun, LL.D., Deputy Minister of Education, Toronto.
9.00—Address. Harrison W. Craver, The Carnegie Library, Pittsburg, Pa.

Dr. A. H. U. Colquhoun, Deputy Minister of Education, delivered an address in which he conveyed the good wishes of the Hon. Dr. R. A. Pyne, Minister of Education, whose interest in the development of library work, he said, was deep and real. He spoke of the important relation between educational and library work, of what the department was doing to help small libraries, and compared this meeting with the first Ontario Library Association where the attendance was very small. He congratulated the Institute on the attendance and interest taken in this their first meeting. He also spoke of what Mr. Locke had done for Toronto in expanding and making the library more useful to the community.

The Chairman then called upon Mr. Harrison W. Craver, Chief Librarian of the Carnegie Library, Pittsburg.

Mr. Craver chose for his topic the work of the Pittsburg Library, and upon this delivered a most interesting and instructive address. He spoke for upwards of an hour, detailing the complex problems which had confronted the management of the library and the manner and method by which they were met. He dwelt upon the necessity of co-operation of all the social forces of the community and told of what they in the Pittsburg Library were trying to do, the ways in which work was being done in certain slum districts, where homes were visited, a story-teller being sent and clubs formed among the children, thus reaching many who would otherwise be neglected. He thought that a library had three distinct functions—educational, recreative, and to stand as a municipal bureau of information. Pittsburg has two hundred stations; they work among the schools supplying special supplemental reading matter direct from the libraries; they also do work in the playgrounds, which are becoming social centres, where parents as well as children are reached, and in department stores. A university and an engineering school are given special library service.

At the conclusion of Mr. Craver's address a hearty vote of thanks was tendered him.

The meeting then adjourned.

George H. Locke, Chairman.
Eva Davis, Secretary.

SPECIAL LIBRARIES IN TORONTO

From a paper read by Mr. Henry R. Alley, Librarian of the Educational Library, relating to the Special Libraries located in Toronto, the following informing facts have been collated:—

At the present time there are in Toronto several special libraries, the Parliamentary Library, Osgoode Hall Library, the Library of the Department of Education, Canadian Institute, Academy of Medicine, Toronto Conservatory of Music, Toronto College of Music, and the Pharmaceutical, Dental, Veterinary, and York County Libraries.

The Legislative Library belongs to the Legislative Assembly and is governed by a set of rules which have been made Orders of the House. A Committee assists Mr. Speaker in the care of the Library. The staff consists of six persons. The Library contains about 63,000 volumes, very largely consisting of Law Books, Statutes and official publications of the British, Canadian, Colonial and United States Governments. Sociological and Economic works, Canadiana and Americana, and works of historical and related subjects. It is open to the public under regulations. The Library has a printed Catalogue.

Osgoode Hall Library

The Library of the Law Society of Upper Canada contains about 42,897 volumes of legal literature, a large collection of British and Colonial Parliamentary publications and valuable reference works. Its nucleus was a small collection of books, the property of Mr. John White, first Attorney-General of Upper Canada, and founder of the Law Society at Niagara in 1797. Now it is the largest Law Library in Canada.

In connection with the Osgoode Hall Library is The Philips-Stewart Law Library, situated in the Law School Building for the sole use of the law students. The late Mr. T. B. Phillips-Stewart, Barrister-at-law, bequeathed money to the Library. There are now 2,140 volumes.

The County of York Law Association Library, a branch situated in Toronto, contains 6,000 volumes.

Educational Library

The late Dr. Ryerson founded the nucleus of the Library in 1846, which is under the Department of Education at the Normal School, St. James' Square, and has gradually developed into the present Provincial Educational Library.

The Library contains the records of school activities of the English-speaking people for upwards of one hundred years.

The Library is used by the Normal School students, students of the Faculties of Education (Toronto and Kingston), and teachers interested in educational problems, by students for graduate degrees in Ontario (Toronto and Queen's), and at Columbia University, N.Y.

It contains the most recent books on the Theory of Education, Study of Education, Methods, Discipline, School Organization, Methods of Instruction, Class Management, Systems of Education, School Premises, School Hygiene, Kindergarten, Elementary and Secondary Education, Education of Women, Religious Education, Child Study, Nature Study, Natural History, Industrial Education, Manual Training, Domestic Science and other subjects, and a rich mine of Educational Reports from the British Isles and the Overseas Dominions. Valuable educational literature is received from the Bureau of Education, Washington.

The Library also possesses an excellent collection of Canadiana.

The Library possesses about 30,000 volumes. New books on every phase of education are constantly being added.

The Hon. Dr. Pyne encourages the widest possible use of the Library by teachers in the city and country.

It also contains the most extensive, and from a technical point of view perhaps the best Art Library in the city.

The Canadian Institute

The aim of this Institute is to promote scientific research in Canada.

The Institute initiated the new system of time-reckoning adopted by the great majority of the governments of the civilized world.

Thirty-six volumes of the Proceedings and Transactions of the Canadian Institute have been published.

Memoirs and papers received in exchange are bound and preserved, and contain upwards of ten thousand volumes on every conceivable subject of scientific, historical and literary enquiry to date.

The Institute has a membership of some 214.

Academy of Medicine, Toronto

Incorporated March 8th, 1908, when the "Ontario Medical Library Association," "Toronto Medical Society," "Toronto Clinical Society" and the "Toronto Pathological Society" united to form the Academy of Medicine.

The number of accessioned volumes, May 31st, 1913, was 5,861.

One hundred and sixty-seven periodical publications are kept on file.

Practically all medical books and periodicals are available to the Fellows, to whom the Library is open only.

Ontario College of Pharmacy

Ninety-one students attend the College. Number of journals and magazines subscribed for is nine. The Library contains 430 volumes.

The Royal College of Dental Surgeons of Ontario

This Library contains about eight hundred books, and is maintained for the use of the students and graduates only. The College subscribes for twelve Dental Journals and eight magazines. There are 260 students at the present session.

Ontario Veterinary College

This College has purely a Reference Library of about five hundred books, nine journals and magazines. There are three hundred students.

The Toronto College of Music

This College has an extensive Music Library containing volumes of reference, numbers of full scores, orchestra parts, cantatas and other musical works, and is available for reference to the students of the College, or anyone duly accredited.

The Toronto Conservatory of Music

The Library consists of about seven hundred volumes for reference purposes, biographies, essays, lectures and dictionaries, covering church music, history, theory, the organ, orchestra, pianoforte, musical selections, operas, vocal music, violin and 'cello, the cornet, and elocution. The College has an enrolment of 2,180 students.

Summary of Books in the Libraries of all the above Institutions located in Toronto

	Volumes
Legislative Library	63,000
Osgoode Hall	42,897
Phillips-Stewart Law Library	2,140
County of York Law Association Library	6,000
Educational Library	30,000
Canadian Institute	10,000
Academy of Medicine, Toronto	5,861
Ontario College of Pharmacy	430
Royal College of Dental Surgeons of Ontario	800
Ontario Veterinary College	500
Toronto Conservatory of Music	700
Total	162,328

RESOLUTIONS PASSED AT THE LIBRARY INSTITUTES, 1913

BELLEVILLE.—(1) Endorses proposal for a Canadian National Library.

(2) That in respect to obligatory grants from County Councils the recommendation of the Committee on Legislation of the O.L.A. be supported.

Re Rural Free Public Libraries.

(3) Is favourable to clause 2 of the recommended legislation set out in the resolutions from Chatham District and unfavourable to clauses one and three.

(4) Is not in possession of such information as would warrant it in either supporting or rejecting resolution sent down by York Institute.

(5) Supports the resolutions of Eastern District and also the resolutions of Western District and resolution of York and London Districts, believing they would make the public library system of province more effective.

BRANTFORD.—Chairman Witton of the Hamilton Library Board advocated enrichment of the Public Libraries by making them the repositories of old documents and papers which, in years to come, would be of historic interest.

Rev. Mr. Johnston of Chesterfield, the President, drew attention to Library work in the rural districts, and the great benefits derived therefrom. *He deplored the lack of assistance from school teachers, who ought to be thoroughly interested in Library work.*

Mrs. Parsons of Toronto gave a splended address on "The Child and the Story," which was greatly appreciated.

Resolved, that whereas the County Council in a few counties in this Institute group has very cheerfully given grants to the Libraries within its jurisdiction, this Institute expresses its appreciation of and gratitude for such action, with the hope that other counties may show the same splendid interest in Library work; that these grants be made annually, and that a copy of this resolution be forwarded to the Clerk of each county in the group, as well as to the Ontario Library Association.

CHATHAM.—Mr. A. Denholm, of Blenheim, in a paper on "Strengthening and Extending Our Library System," advocated branch libraries in all small places surrounding a central location.

Mr. Fitzgerald advocated that in sections where there are no libraries a teacher could be given some remuneration and keep the library in the public school.

Library Inspection

(1) That in view of the very great amount of work required to be done by the Inspector of Libraries, that such assistants may be appointed as may be sufficient to

allow each library in the Province to be visited by the Inspector or his assistants at least once in every year or oftener, as special circumstances may require—also to organize new libraries and to re-organize and revive dormant libraries.

Financial Support

(2) That the public libraries of the Province should, like the public schools, be made free to all our people, and would therefore suggest:—

(*a*) That every library now in the Province shall be taken over and maintained by the municipality as a free library upon surrender of its assets by directors and subscribers, or upon petition by a reasonable number of ratepayers.

(*b*) That every free library in any town or village municipality shall be entitled to a municipal yearly grant of one mill on the dollar of assessment up to two hundred dollars ($200), and thereafter one-half mill on the dollar in townships up to a grant not exceeding two hundred dollars ($200).

(*c*) That where no library now exists the Municipal Council shall, on petition of twenty per cent. of the ratepayers, take steps to establish one.

(*d*) That every Free Library Board may declare its privileges open to the residents of any other specified municipality and be entitled to receive from such municipality that proportion of its necessary expenses of maintenance (exclusive of Government or county grants) which the circulation of its books and periodicals in such municipality bears to total circulation.

(*e*) That the County Councils shall pay to each public library in the municipalities an equivalent of the Government grant—as is now provided for in the case of the Continuation Schools.

(3) Recorded its disapproval of proposed changes in the regulations regarding the appointment of members of Library Boards.

N.B.—The latter resolution was moved by Mr. Elliot, Principal of Public School at Kingsville, and seconded by Mr. Beaton, Principal of Public School at Walkerville.

EASTERN.—(1) As to the question of a National Library for Canada, recommended that no action be taken.

(2) In regard to obligatory grants from County Councils, recommended that no action be taken.

(3) In regard to rural free public libraries, recommended that the Public Library Act be amended by extending to township municipalities powers now given to towns and villages of levying a rate for the maintenance of free libraries.

GEORGIAN.—(1) The O.L.A. be asked to recommend to the Government to make provision for an extra meeting of the Executive Committee of each Institute, to facilitate the work of the Institute, and to defray the necessary expenses of the same.

(2) Reaffirmed the motion of last year *re* obligatory grants from County Councils, and that the O.L.A. be urged to develop a plan.

(3) Endorsed the proposal for a Canadian National Library.

GUELPH.—(1) Endorses the proposal for a Canadian National Library.

(2) Approves of library extension on county lines, and recommends that County Councils be compelled by law to grant a stated annual amount (quarter mill rate) to the libraries in the county, and that in return all libraries in the county be open to all residents of the county with equal privileges.

(3)While the proposed amendment to the Public Libraries Act *re* appointment of members of Library Boards may work out satisfactorily in some of the larger places, this Institute considers that it would not do so in the case of the greater number of the libraries of this Province, and would recommend that in this respect no change be made in the present Act.

LINDSAY.—(1) Endorsed proposal for the establishment of a Canadian National Library.

(2) Recommended that County Councils not giving any grants to the libraries within their jurisdiction be requested to make suitable grants to all such libraries.

(3) Approved the amending of the Public Libraries Act so as to permit of the establishment of free public libraries in townships and unincorporated villages.

(4) Did not consider the proposed legislation of 1913 amending the Public Libraries Act in respect to the proposed change in the composition of the Library Boards to be in the interest of the public libraries or public library work in the Province.

LONDON.—No minutes or copies of resolutions of this Institute were forwarded to the Inspector.

The following, however, is a copy of two resolutions that appeared in the *St. Thomas Journal*:—

(1) Asking the Ontario Government to change the Library Act so that a city Librarian might have the control of a district and use his own discretion in the matter of establishing libraries in rural communities.

(2) To have a Commission appointed to study the American library system, that improvements may be made in the work on this side of the line.

NIAGARA.—(1) The meeting did not approve of the proposed changes in the Public Libraries Act, and Dr. Hardy stated it was not necessary to pass a resolution to that effect.

NORTHERN.—(1) Resolved that in view of the regrettable fact that so many of the Public Libraries failing to send delegates to the Public Library Institute annual meeting, it is of the greatest importance that the trustees of each Public Library should show devotion to their responsibilities by sending delegates to the District Institutes.

(2) That there be granted by the Provincial Government, in addition to the sums now granted, a sum equal to that granted by each County Council to their respective Public Libraries.

(3) That whereas it has come to the attention of the public that the Department of Education contemplates a change in the Public Libraries Act whereby the appointment of trustees by the School Board be confined to school Principals and school teachers only, instead of citizens at large,

Resolved that this Institute recommend that there be no change in the Public Libraries Act in this regard.

(4) That whereas under the Assessment Act the Public Libraries do not enjoy the exempted assessment of the public school, though an educational institution, this Institute goes on record in favour of a change in the Assessment Act of Ontario, placing Public Libraries on the same footing as public schools in the levy of taxes.

STRATFORD.—(1) Recommend that each of the three County Councils in the district be asked to give a minimum annual grant of twenty-five dollars to each library.

(2) That a larger and more comprehensive bibliography of Children's books of a low published price be published by the Education Department.

(3) Recommended that Section 1, O. L. A. resolution, be endorsed.

(4) Did not recommend the adoption of Section 2 of the O.L.A. resolutions.

WESTERN.—(1) That this Institute endorses the resolution sent down by the O.L.A. regarding a National Library for Canada.

(2) Endorses the resolution of the Guelph Institute regarding obligatory grants from County Councils.

(3) Endorses the resolution of the London Institute regarding the Rural Free Public Library.

YORK.—(1) That each Library Board make a study of the Library Act, so as to become thoroughly acquainted with what the Government has done for us, and thus be better prepared to formulate requests.

(2) That each Library Board establish a Story Hour during the coming year.

(3) That we ask the Department to furnish means for the meeting of the Executives of the Library Institutes at least once a year so as to more thoroughly prepare the work of the Institutes.

(4) That all Institute delegates interview the members of their County Councils with a view of obtaining grants for each library in the County; that a committee attend the County Council meeting in December with this object.

(5) That this Institute strongly advise that its officers make an effort to re-open the libraries in the county that have by some means become defunct. Also that Library Boards be advised to visit other Library Boards.

(6) That it would be in the best interest of library work if there were more ladies on the Boards, and that each Board endeavour to have ladies appointed more frequently.

(7) That in the interest of the library work of York Institute and to the relief of the Inspector in his arduous duties we appoint a Travelling and Corresponding Secretary to (1) Obtain a quarterly statement of progress, difficulties, and needs of each library in the district. (2) Visit when necessary and assist needy libraries. (3) Assist in getting reports to Department from all libraries in Institute. This officer be a member of the Executive.

(8) Endorses the proposal for a Canadian National Library.

(9) While the Chatham resolution is an ideal one, the time for it is not opportune.

(10) Reaffirmed resolution passed at last Institute. That Library extension along county lines would greatly enhance educational work by bringing into touch the rural population and giving advantages now enjoyed by urban municipalities, and that pressure be exerted on the Legislature to change the Library Act so that a tax rate may be levied on all municipalities for library work.

(11) That Library Act be amended so that any if member of a Library Board be absent for three consecutive meetings in one year, Board be given power to fill vacancy.

(12) That this Institute places itself on record as being opposed to the proposed legislation *re* appointing the school Principals to Library Boards. But if they are appointed they should be additional.

Hamilton Public Library
Reference Room

LIBRARY INSTITUTES

Library Progress in Canada.—The progress of library work in Canada in recent years, particularly public library work, has been remarkable not only for its high character, but also for the area which it has covered. The wise insight of the Department of Education in providing for the expenses of library institutes for the scattered small libraries, is bearing fruit in the development not only of a progressive library spirit, but in the actual educational progress that has been made. A visitor who recently attended the library institute held in Ottawa, and who had been present at the first institute held in that locality, says: "The progress made by individual librarians who sat stock still and apparently dumb at the first meeting actually had to be shut off from discussion on account of the lack of time at this meeting, and the best part of it was that the discussion was really intelligent and to the point."

. . . The public libraries in Canada very truly may be said to be "an integral part of public education."—From *Public Libraries*, Chicago.

TORONTO BRANCH LIBRARIES

The following are extracts—in part—from an address by Mr. Thomas W. Self, Chairman of the Toronto Library Board, at the formal opening of the Dovercourt Branch of the Toronto Public Library, Oct. 23rd, 1913:

"To-night we are opening the largest and most beautiful branch in the Dominion. In February, 1911, a deputation headed by Alderman McBrien and Mr. McTaggart appealed to the Public Library Board for a branch for Dovercourt. The Board was willing if the City Council would furnish funds. Owing to Alderman McBrien's agitation, the Council authorized $65,000. Of this $5,000 was for books. The land cost $20,000, most of it having been purchased from the city. The plan is an entirely new one in library buildings and was designed by the Chief Librarian. The corner stone was laid a year ago by Mr. John Turnbull, chairman.

The Public Library is the great public or civic university of Toronto, where wholesome recreation and education can be obtained. Every municipality in the Province can have a public library, and there are very few who have not. To maintain it the Legislature provides that a rate not exceeding ½ a mill on the dollar of assessed valuation of rateable property can be levied. The only exception to this has been the City of Toronto, for which a special act was passed in the hard time of '92 restricting our tax to ¼ mill. It seems ridiculous to think that a smaller tax is levied where the necessities are greater. It is not one library in Toronto; there are thirteen public libraries in this city, and there would be more if the same rate could be levied in Toronto as in the rest of the Province. For in the Toronto Public Library the ratepayer gets the full value of his money, and we had the signal honour of having our Library selected by the British Government as the Canadian one to be classed among the ten greatest libraries on the continent. It was for modern methods and progressive ideas that our Library was selected.

The Public Libraries in cities of over 100,000 should really have a larger proportionate share of financial support, as they have a greater work to do in a wider and more diversified field. Each of these Branches is a social civic centre and the great Reference Library here is the university of the people.

I quote one of the many thoughts of our Chief Librarian: 'That a library differs from a great commercial house in that the more business it does the less money it has for development, as its returns do not go into available capital but into a permanent investment in the form of better men and women, which, splendid as it is to think upon, yields no provision for the payment of material debts.'

We have given the name Dovercourt to this Branch because we have made it a policy to commemorate in this way the various municipalities or districts which have gradually become merged into the great city of Toronto. The ground on which this library stands was originally a part of the farm belonging to the late Colonel George Denison. Adjoining this farm, to the east, lay the farm of the late Col. Richard Denison. Between these two farms, which stretched from Dundas to Bloor, a street was opened and named Dovercourt Road, in commemoration of the little village of that name in Essex County, England, in which the great-grandmother of Colonels Richard and George Denison was born. This street was opened in 1854. Immediately west of it Rusholme Road was named after the George Denison estate. To the street next west of this Col. Geo. T. Denison, our police magistrate, gave the name of Havelock, after his friend Henry Havelock, son of the distinguished general of Indian Mutiny fame. Gladstone Avenue was opened from Queen to Dundas about the year 1878, and extended to Bloor some years later. It was named after England's greatest parliamentarian."

ONTARIO LIBRARY ASSOCIATION

Thirteenth Annual Meeting as Viewed by a United States Library Worker

A registered attendance of about 170, a four session programme packed full of papers, addresses and reports run off "strictly as advertised" and on schedule time, a contagious enthusiasm, a fine spirit of harmony and progress—these were some of the outstanding features of the thirteenth annual meeting of the Ontario Library Association. * * *

The progress of the library movement in Ontario may be indicated by this one fact, that only 38 out of the 388 public libraries reporting this year to the Inspector of Public Libraries have not been represented at any library institute of the province during the past four years. * * * There are 110 people on the Executive Committees of the 15 library institutes of the Province. The Secretary's report showed a wide interest in library work and a year's active effort, while the Treasurer's report showed a gross revenue passing the $1,000 mark, the Legislature making an annual grant of $400 to the Association. The Minister of Education also gave a special grant during the year to assist the Ontario libraries in sending their representatives to the American Library Association at Ottawa.

The reports of the standing committees on Selected list of books, Public documents, Library Institutes, A.L.A. meeting at Ottawa, Co-operation of School and Library, and Legal amendments, were carefully prepared and well received, and showed the many activities of the association.

The programme this year centred around the theme: "Boys and Girls and the Public Library." * * *

Miss Hunt's two addresses will always be remembered by Ontario library workers as occasions of great profit. * * *

It was an experience meeting in which the papers were restricted in length and confined to actual experience and not allowed to dwell in the attractive fields of theory.

The officers for the year 1913-14 are as follows: President, W. F. Moore, Public Library, Dundas; First Vice-President, W. O. Carson, Public Library, London; Second Vice-President, David Williams, Public Library, Collingwood; Secretary, E. A. Hardy, B.A., D. Paed., 81 Collier St., Toronto; Treasurer, G. H. Locke, M.A., Public Library, Toronto.

Councillors: H. J. Clarke B.A., Public Library, Belleville; D. M. Grant, B.A., Public Library, Sarnia; Mary J. L. Black, Public Library, Fort William; Adam Hunter, Public Library, Hamilton; W. J. Sykes, B.A., Public Library, Ottawa; C. R. Charteris, M.D., ex-President Public Library, Chatham.

AMERICAN LIBRARY ASSOCIATION

The following letter recently received from Mr. Geo. B. Utley, Secretary of the A.L.A., 78 E. Washington Street, Chicago, calls for the most favourable consideration of every library worker not only in this Province but throughout Canada:—

"Before this you have probably learned that the next meeting of the American Library Association will be held in Washington, D.C., May 25 to 30. I am quite anxious that a large number of Canadian librarians should attend this Washington meeting, and that the meeting may be to Canadian librarians in the nature of a visit to our national capital in return to our visit to your national capital in 1912. I do not know whether you have a Bulletin or any printed agency for extending this desire to the

librarians of Ontario or not, but I shall be very glad to have you, in whatever way you can, spread this sentiment throughout your province, and for that matter to the other parts of Canada as well. It is the intention of the Programme Committee to lighten the programme so as to give sufficient time for delegates to visit the many libraries and other educational features of Washington."

NATIONAL POSTAL LIBRARY

In October, 1913, Mr. Tracy, Municipal Commissioner of Lethbridge, Alberta, advocated the establishment of a *Postal Library* by the Dominion Government. In advancing reasons for this novel enterprise he contended that no adequate library system for the country at large could be supplied *except as a Federal Government enterprise.* He dwelt upon the great value of libraries to the communities possessing them and the great disadvantages to those who had no such privileges, and that to depend upon philanthropy to supply the need in this respect was futile. While admitting that the library system for the whole people to be fathered by the Federal Government would be an unprecedented undertaking, he claimed that the financial consideration involved would be small compared with the results. He advanced the principle that as the State had found it desirable and profitable to encourage communication by mail, that information through books would be but an amplification of that system of communication, and that the circulation and collection of books through the post office would be a progressive policy along natural lines. Library extension to the whole people would be, it was claimed, more economical through the post office than by any other means, and that a postal library could be launched upon a self-supporting basis. As a doubt had arisen as to whether the provinces had sole jurisdiction over their own educational affairs, public men in the far western and far eastern provinces—not including Ontario—were asked their official opinion in order to ascertain if in their opinion any constitutional objections existed to such a system receiving federal sanction. Speaking generally, the fifth specification of section 91 of the British North America Act was quoted as providing the necessary authority.

Certain government departments of some of the provinces, Ontario excepted, had been asked to furnish information as to what extent library extension had been prosecuted and the answers were largely disappointing, the admission being made in many instances that there was hardly any forward movement in connection with library expansion, and that scarcely a province had any publications or official records showing the number and extent of their public libraries, if any.

Prince Edward Island was quoted as having very few large Public Libraries, that of Charlottetown being the most important.

In New Brunswick the only Public Library apparently was in the city of St. John.

Quebec reported that nothing official was published showing the number and extent of the Public Libraries of that province. This could hardly be otherwise, as that province has no State-aided public libraries whatever.

Much the same was said of Manitoba, whose legislative librarian reported that there was little or no information officially on record in regard to its public libraries, there being but one or two only in the province, and practically none receiving State aid.

Saskatchewan reported eight Public Libraries, but with recent legislation was looking for an active library movement.

In Alberta there were no available statistics relative to the libraries of the province, which at the present time has apparently but three Public Libraries, two at Edmonton and one at Calgary.

These somewhat meagre facts and figures speak for themselves. In only one case, namely, that of the Province of Ontario, was Mr. Tracy apparently able to get any detailed information, and this was referred to as follows: "The Province of Ontario furnishes a printed report upon Public Libraries, etc., for the year 1912, compiled by W. R. Nursey." Then follows a summary of this report. I may add that the Inspector of Public Libraries for Ontario, W. R. Nursey, was not communicated with in this connection, nor can I ascertain that either the Minister or any other official of the Department of Education was addressed upon the subject. A direct request asking the Inspector for information would have given Mr. Tracy further necessary data upon which to base his calculations. It is gratifying, however, to realize that the Province of Ontario was the only province in the whole Dominion quoted by Mr. Tracy as being able to supply any printed material in detail. Notwithstanding the magnificent showing made by the Province of Ontario, the opinion was expressed "there was great occasion for Federal enterprise in this (library) field."

To best accomplish the objects sought, the promoter submitted the following scheme: First, 10,000,000 volumes or one volume per capita of the population were to be purchased at a cost of $1.00, these to be distributed per capita of the population served at each post office in units of fifty volumes, every post office to have a library according to the population it served. The cost of housing and installation was placed

at 50c. a volume, making a total sum necessary to establish the system of $15,000,000. It was proposed to charge the borrowers two cents per volume for a period of seven days, with a penalty of five cents for overtime, and to provide an additional fee, amounting to fifty cents per hour, to pay for librarian's services. Every patron would also be called upon to furnish a freeholder's security or a cash deposit to the extent in either case of $10.00. If the services exceeded $10.00 at any one time, additional security to be charged. The books were to be supplied by postal requisition, the services including delivery and collection of the books in the same manner as ordinary mail is handled. No provision was apparently made for the cost of collection, a most important and a very difficult and expensive undertaking. Postmasters receiving requisitions for books not in their library to draw on the nearest Postal Library for the same without extra charge.

By this means it was claimed every book would become available to all post office patrons throughout the entire Dominion.

No public reading room was to be provided, but a complete loose-leaf catalogue was to be furnished to every patron on payment of a self-supporting fee—not stated—to meet the cost of supplementary leaves which were to be delivered free of charge as issued.

It is not surprising that those other provinces which had never done anything or at least but little in the way of library extension, received this suggestion with approval.

NEW PARCEL POST RATES

Dominion of Canada

Mr. W. B. Rogers, the Postmaster, Toronto, has contributed the following information *re* the new postal rates as they affect the mailing of books in Ontario:—

"Under the new Regulations, books may be sent either as third class matter, at the rate of one cent per two ounces or fraction thereof, or by Parcel Post, at the discretion of the sender. The following are the Parcel Post rates applicable to the Province of Ontario:

1. *Addressed to*
Any P.O. within 20 miles,* including places of mailing:—

1 lb.	2 lbs.	3 lbs.	4 lbs.	5 lbs.	6 lbs.	7 lbs.	8 lbs.	9 lbs.	10 lbs.	11 lbs.
$0 05	$0 06	$0 07	$0 08	$0 10	$0 12	$0 14	$0 16	$0 18	$0 20	$0 22

2. Any P.O. beyond 20 miles, but within the Province of Ontario:—

1 lb.	2 lbs.	3 lbs.	4 lbs.	5 lbs.	6 lbs.	7 lbs.	8 lbs.	9 lbs.	10 lbs.	11 lbs.
$0 10	$0 14	$0 18	$0 22	$0 26	$0 30	$0 34	$0 38	$0 42	$0 46	$0 50

Parcel Post Rates on Books in the United States

"The wording of the law in the United States is construed as preventing the Postmaster-General from including books and other printed matter under the parcel post. A memorial is to be addressed to the Chairmen of the Senate and House Post Committees, setting forth the injustice of the present exclusion and the advantages of the inclusion of such material in the parcels post system."—*Library Journal, N.Y.*

BOOKS AS CARRIERS OF SCARLET FEVER

Public Libraries must frequently allay the fears of timid people, which are also increased sometimes by sensational newspaper accounts, regarding books as carriers of disease. The President of the Board of Health, of Valparaiso, Ind., writes that the danger of contagion through public library books is a very great improbability.

"Any book which has been handled by a scarlet fever patient should be burned or fumigated. The most practical method for general book disinfection at this time is the Beebee carbo-gasoline method. This consists in using gas-machine gasoline and two per cent. phenol crystals; the books are immersed in this mixture for twenty minutes, removed and placed before an electric fan for two minutes, and then set on end for from twenty-four to forty-eight hours."

* This rate also obtains in cases where the 20-mile area extends into an adjacent Province.

PUBLIC LIBRARIES ACT

Amendments to the Public Libraries Act of 1909

(1 George V., 1911, Chap. 79)

Assented to 24th March, 1911

AN ACT RESPECTING EDUCATION FOR INDUSTRIAL PURPOSES

16.—(1) *The Public Libraries Act* is amended as follows: 9 Edw. VII, c. 80, amended.

(*a*) By striking out all the words in subsection 3 of section 8 after the word "village" in the 4th line. S. 8, subs. 3, amended.

(*b*) By striking out subsections 5 and 6 of section 8. S. 8, subs 5 and 6, repealed.

(*c*) By striking out the words "museum, evening classes and art school" in the 5th line of subsection 1 of section 9 and inserting the words "and museum" in lieu thereof. S. 9, subs. 1 amended.

(*d*) By striking out the words "museums, evening classes and art schools" in the 2nd and 3rd lines of clause (*c*) of section 10 and inserting the words "and museums" in lieu thereof. S. 10, cl. (c) amended.

(*e*) By striking out section 27. S. 27, repealed.

(*f*) By striking out the words "museum, art school, or any class in connection therewith" in the 2nd and 3rd lines of section 32 and inserting the words "or museum" in lieu thereof. S. 32, amended.

(3 George V., 1913, Chap. 51.)

Assented to 6th May, 1913.

1. Section 11 of The Public Libraries' Act is hereby amended by inserting the words "at the expense of the municipality" after the word "auditors," in the third line of the said section.

PUBLIC LIBRARIES AND PUBLIC SCHOOL LIBRARIES

Submitted for the consideration of some of our teacher friends

In a paper on "The Relations of Libraries to Schools," given by Rena Reese, Assistant Librarian at the Denver Public Library, she said: "Too often when co-operation is suggested, the school politely replies 'Yes, let us co-operate,' and then sits back and waits helplessly for the library to do the co-operating. One of the chief difficulties is that too many teachers fail to know the resources and general uses of a library and therefore have no adequate idea as to the aims of library work and what the library can do for the school. First, teachers must come to the library. Second, when they come, they must make themselves known. Third, they must make use of the library's special aids, such as special collections on education and child study. Fourth, if planning a reading course, send the proper titles of the books which the teacher proposes to have listed."

Notes on Libraries

1. **Apple Hill,** Glengarry Co., Kenyon Twp., new library organized August 23rd, 1913. Sidney Cunningham, Secretary.

2. **Bayham,** Elgin Co., Bayham Twp. Re-organized April 8th, 1913.

3. **Belfountain,** Peel Co., Caledon Twp. No grant paid in 1913 for 1912. Library in very poor condition.

4. **Brigden,** in Lambton Co., Moore Twp. Reports for 1909, 1910, 1911 rendered in 1913. Small grant of $10.00 paid in 1913.

5. **Carp,** Carleton Co., Huntley Twp., was in poor circumstances. No grant paid in 1913 for 1912; but now has fifty members.

6. **Claude,** Peel Co., Chinguacousy Twp., was in very poor circumstances. Annual report, 1913, returned for corrections. Was not returned to Department. No report yet received in 1914 for 1913.

7. **Cobalt North,** Timiskaming Dist., Bucke Twp. New Association Library incorporated December 8th, 1913.

8. **Comber,** Essex Co., Tilbury West Twp., is another library which recently closed was re-organized October 6th, 1913.

9. **Creemore,** Simcoe Co., Nottawasaga Twp. In poor circumstances. No grant paid for 1912. Located in newspaper office.

10. **Dresden** will erect a new Library Building, reserving and furnishing a part of one reading room for the use of Juveniles. Obtained a carnegie gift of $8,000.00, though removed from active list.

11. **Dalhousie,** Lanark Co., Dalhousie Twp. Report not rendered until December 27th, 1913. Too late to consider. Have bought new books and getting some more by efforts of Rev. Mr. Harris. Now doing well.

12. **Dunnville.**—The library workers here (Haldimand Co., Moulton Twp.) are agitating for a free library and an appeal to Mr. Carnegie for a grant.

13. **Elk Lake,** Nipissing Dist., James Twp. Report returned for correction. Was not corrected in time to pay grant.

14. **Englehart,** on the Timiskaming and Northern Ontario Railway, is agitating for a Public Library. Correspondence with Mr. Lloyd S. Mosure, Principal, Public School, and Mr. G. E. Palmer of the T. & N. O. Railway.

15. **Fordwich,** Huron Co., Howick Twp. Old Association Library closed. Re-organized.

16. **Fort Frances,** in Thunder Bay District. Re-organized in February 5th, 1913, by efforts of Rev. Mr. Harris. Now doing well.

17. **Glammis,** Bruce Co., Greenock Twp. No grant paid for 1912. Report sent back for corrections; not returned in time.

18. **Kirkton,** Huron Co., Usborne Twp. New library. Incorporated April 10th, 1913.

19. **Lake Charles,** Grey Co., Keppel Twp. Government grant not earned for 1911 or 1912.

20. **Linwood,** Waterloo Co., Wellesley Twp. In unsatisfactory condition, although re-organized November 2nd, 1912. No Government grant paid in 1913 for 1912.

21. **Lucan.**—This library, in a somewhat halting condition for the past year or more, was temporarily re-organized, October, 1913, pending submission of a by-law to rate-payers, in January, 1914, for its re-establishment as a Free Library. At the time of my inspection and at an enthusiastic meeting the by-law was expected to carry.

22. **Manitowaning.**—Every prospect that old Association Library at Manitowaning removed from active list will be re-organized during 1914. Dr. R. W. Shaw, the Indian Medical Superintendent, is taking active steps in the matter.

23. **Matilda.**—The Association Library formerly located at Matilda was removed by arrangement to Brinston, still retaining its original name.

24. **Metcalfe,** Carleton Co., Osgoode Twp. Re-organized November 10th 1913.

25. **Millgrove.**—This library in Wentworth Co., W. Flamboro Twp., which for long had been *in extremis*, after lengthy correspondence with Mr. Stanley C. Burns, has at last, through the admirable efforts of Mr. Burns, taken a new lease of life. This gentleman wrote that "the strongest parts of your letter (referring to a letter written him by the Inspector) *were read from the pulpit* Sunday morning and the people were thoroughly wakened up."

26. **Mimico** has appealed to Carnegie Trust for a grant. A site has been promised by the Council. The ratepayers have passed the necessary by-law.

27. **Mount Forest.** The new library building (Carnegie) was formerly opened December 5th, 1913. A very large gathering was present on this occasion. The overflow attendance collected on adjoining streets to listen to the addresses given by prominent local, active, library workers and the Inspector.

28. **New Durham,** Brant Co., Burford Twp. In poor circumstances. Did not report for 1912.

29. **Newboro,** Leeds Co., Crosby Twp. Re-organized November 1st 1913.

30. **New Hamburg,** Waterloo Co., Wilmot Twp. No Government grant paid for 1912. Applied for Carnegie grant. On July 30th, 1913, Annual report was sent back for corrections, but not since returned to Department.

31. **Powassan,** Parry Sound District, Himsworth Twp. Re-organized April 22nd, 1913.

32. **Rodney,** Elgin Co., Aldborough Twp. Re-organized May 29th, 1913.

33. **Solina,** Durham Co., Darlington Twp. New library organized November, 1913, under very bright auspices. The comparative isolation of Solina did not influence the community. Through efforts of Miss Reynolds, Mr. R. J. McKessock, Mr. Brown and others, the movement was successful.

34. **South River,** Parry Sound District, Machar Twp. No grant paid for 1912.

35. **Sundridge.**—A voluminous and interesting correspondence with Mr. Harper of the local newspaper has resulted in the re-opening of this library with much prospect of permanent success.

36. **Tiverton,** Bruce Co., Kincardine Twp. Re-organized August 18th 1913.

37. **Trout Creek,** Parry Sound District, Himsworth Twp. Library in very poor circumstances. No grant paid for 1911 or 1912.

38. **Vankleek Hill.**—Strange lack of official requirements was shown in the Annual Report of Vankleek Hill. The chairman, who was also apparently the Secretary and Treasurer, failed to comply with the regulations. One excuse being that said official was not paid for his services. Invoices were not receipted and the balances brought over from the previous year did not agree. The request for certain information being referred to as "hobbies of the Inspector." No one should undertake the responsibilities of office unless prepared to live up to the obligations.

39. **Watford.**—A new Public Library Building was erected in Watford, 1913, through a gift of $5,000 by Mr. Carnegie. A lot on the corner of St. Clair and Main streets was bought for a site.

40. **West Lorne,** Elgin Co., Aldborough Twp. Re-organized April 16th 1913.

41. **Whitby** has erected a new Public Library Building, outcome of a gift of $6,000 from the Carnegie Corporation. The "Old Girls' Association" donated the site.

NOTE.—Under the regulations, the Government grant shall not be allowed on Encyclopedias or other expensive reference books in libraries with less than 2,000 volumes unless the authority of the Department has been first obtained.

CATALOGUING AND CLASSIFYING

The Library is to furnish not merely education, but enlightenment, and even culture, to the community at large—without respect to age, and without subordination to control. It cannot impose, it does not control. It may recommend, but it cannot direct. Must remind that need exists—it must even inspire the need—that is to say, the consciousness of it. In this way it is engaged in creating the very demand which later it seeks to satisfy.

Administrative records, charging systems, classification, cataloguing and bibliography, all of these may be standardized; opportunity for co-operation occurs chiefly in the three last named. It becomes obvious when one considers that thousands of libraries receiving hundreds of identical books—and hundreds of libraries receiving thousands of identical books—are each undertaking independently the expense of cataloguing and classifying these, thus multiplying by exactly their number the total cost to the community. . . Economy of a system under which a particular book shall be catalogued—and perhaps classified—at some central point once for all, and the result made available in multiple form to all receiving copies of it, needs only to be stated to be convincing. In the case of classification, identity in the basic scheme and notation; in the case of cataloguing identity in form, and uniformity in practice.

READING CAMP ASSOCIATION

Rev. Alfred Fitzpatrick, Superintendent of the Reading Camp Association, reports that the Travelling Library cases donated by the Minister of Education through the Inspector of Public Libraries to the Reading Camp Association were located at the following points during the years 1912 and 1913:—

1912

1 case at Groundhog River—Fauquiers Pit. West of Cochrane.
2 cases at Pit 3, O'Brien's, 20 miles west of Hearst. West of Cochrane.
1 case at Montreal River Crossing, McGuinty Bros. West of Cochrane.
2 cases used on O'Brien & Martin Construction, Northern Quebec.
1 case with Foley Bros., Pit 9, Abitibi Lake.
3 cases at Mileage 115, 125, 153, C.N.R. Construction, west of Ruel.
2 cases used on C.N.R. at Camps Mileage 170 and 220, Port Arthur end.

1913

1 case at Mileage 146, Superior Constr. Co., north of Franz.
1 case at Mileage 165, Superior Constr. Co., north of Franz.
1 case with the Northern Constr. Co. Gravel Pit west of Oba, Dey's Camp.
1 case at Mileage 125, Foley Bros. Constr., west of Selwood. This box was later moved to Mileage 138.
1 case at Foley Bros. Constr., Mileage 153, Herron Bros.' Camp. This was later moved to Mileage 165, the new division point.
1 case at Mileage 150, Foley Bros.' Gravel Pit.

COUNTY TOWNSHIPS WITHOUT LIBRARIES

Showing all those Townships, viz., 213, in the Province of Ontario according to Counties alphabetically arranged, which up to the 31st of December, 1913, had neither Free nor Association Libraries. Also the name of the nearest library and the township in which a library has already been established, with the approximate number of miles distant.

County	Township without Library	Nearest Library	Free or Association	Township in which the nearest library is situated	Approx. miles distant	Townships with Libraries
1 Brant	Onondaga	Brantford	F	Brantford	2	Brantford. Burford. S. Dumfries. Oakland.
2 Bruce	Albermarle Eastnor Lindsay St. Edmunds	Wiarton " " "	A A A A	Amabel " " "	3 12 23 30	Amabel. Arran. Brant. Bruce. Carrick. Chesley. Culross. Elderslie. Greenock. Huron. Kincardine. Kinloss. Saugeen.
3 Carleton	Fitzroy Gloucester March Marlborough Torbolton	Pakenham Ottawa Carp North Gower Carp	A F A A A	Pakenham Nepean Huntley North Gower Huntley	2 2 3 2 5	Huntley. Nepean. North Gower. Goulbourn. Osgoode.
4 Dufferin	Amaranth	Shelburne	F	Melancthon	1	East Luther. Garafraxa. Melancthon. Mono. Mulmur.
5 Dundas						Matilda. Mountain. Williamsburg. Winchester.
6 Durham	Cartwright Manvers	Port Perry Omemee	A A	Reach Emily	3 3	Clarke. Cavan. Darlington. Hope.
7 Elgin	Dunwich	West Lorne	A	Aldborough	3	Bayham. Malahide. Southwold. Yarmouth. Aldborough. Dorchester, S.
8 Essex	Anderdon Gosfield, S Maidstone Rochester Sandwich, S	Amherstburg Essex Essex Comber Walkerville	F F F A F	Malden Colchester, N. Colchester, N. Tilbury, W Sandwich, E	1 2 2 2 8	Colchester, N. Colchester, S. Gosfield, N. Malden. Mersea. Sandwich, E. Sandwich, W. Tilbury, W.

TABLE

Showing Townships in the Province of Ontario, according to Counties, with neither Free nor Association Libraries, etc.—Continued

County	Township without Library	Nearest Library	Free or Association	Township in which the nearest library is situated	Approx. miles distant	Townships with Libraries
9 Frontenac....	Barrie.....	Madoc	A	Madoc.....	25	Kingston.
	Bedford	Newboro.....	A	N. Crosby	10	Loughborough.
	Clarendon, etc...	Lanark	F	Lanark.....	23	Wolfe Island.
	Hinchinbrook....	Sydenham	A	Loughborough.	10	
	Howe Island	Gananoque.....	F	Leeds	4	
	Kennebec.	Tweed.....	A	Hungerford ...	19	
	Olden.....	Newboro.....	A	N. Crosby.....	18	
	Oso	Newboro.....	A	"	13	
	Palmerston	Lanark	F	Lanark	14	
	Pittsburg	Kingston.....	A	Kingston	1	
	Portland.....	Sydenham	A	Loughboro	2	
	Storrington	Sydenham	A	"	7	
10 Glengarry ...	Lochiel	Dunvegan.....	A	Kenyon.....	6	Charlottenburg. Kenyon. Lancaster.
11 Grenville	South Gower....	Kemptville.....	A	Oxford	2	Augusta. Edwardsburg. Oxford on Rideau Walford.
12 Grey	Derby	Owen Sound	F	Sydenham	½	Artemesia.
	Euphrasia	Thornbury	A	Collingwood...	2	Bentinck.
	Normanby	Mount Forest....	F	Arthur	½	Collingwood.
	Sarawak	Owen Sound	F	Sydenham	½	Egremont.
	Sullivan	Chatsworth	A	Holland	½	Glenelg. Holland. Keppel. Osprey. Proton. St. Vincent. Sydenham.
13 Haldimand ..	Canborough	Dunnville	A	Moulton	1	Cayuga, N.
	Cayuga, S.....	Cayuga.....	A	Cayuga, N	5	Moulton.
	Dunn	Dunnville	A	Moulton	1	Oneida.
	Rainham.....	Cheapside.....	A	Walpole	3½	Seneca.
	Sherbrooke.....	Dunnville	A	Moulton	3	Walpole.
14 Haliburton...	Anson	Minden	A	Minden	½	Dysart.
	Bruton	Haliburton	A	Dysart	13	Minden.
	Cardiff	"	A	"	14	
	Clyde.....	"	A	"	18	
	Dudley	"	A	"	4½	
	Eyre	"	A	"	13	
	Glamorgan.....	"	A	"	5	
	Guilford	"	A	"	4	
	Harburn	"	A	"	8	
	Harcourt	"	A	"	13	
	Havelock	"	A	"	14	
	Hinden	Minden	A	"	8	
	Lawrence	Haliburton	A	"	22	
	Livingstone,.....	"	A	"	23	
	Lutterworth	Minden	A	"	1	
	McClintock.....	Haliburton	A	"	7	
	Monmouth	"	A	"	25	
	Nightingale	"	A	"	27	

TABLE

Showing Townships in the Province of Ontario, according to Counties, with neither Free nor Association Libraries, etc.—Continued

County	Township without Libraries	Nearest Library	Free or Association	Township in which the nearest library is situated	Approx. Miles distant	Townships with Libraries
14 Haliburton.—Continued.	Sherborne	Haliburton	A	Dysart	14	
	Stanhope	"	A	"	5	
	Snowdon	Minden	A	"	1	
15 Halton	Nassagaweya	Milton	A	Esquesing	1	Esquesing. Nelson. Trafalgar.
16 Hastings	Armora	Madoc	A	Madoc	3½	Hungerford.
	Bangor	Pembroke	F	Pembroke	40	Madoc.
	Cashel	Madoc	A	Madoc	25	Rawdon.
	Carlow	"	A	"	43	Sidney.
	Dungannon	"	A	"	35	Thurlow.
	Elzevir	"	A	"	5	Tyendinaga.
	Faraday	Haliburton	A	Dysart	22	
	Grimsthorpe	Madoc	A	Madoc	13	
	Herschell	Haliburton	A	Dysart	21	
	Huntingdon	Tweed	A	Hungerford	3	
	Lake	Madoc	A	Madoc	12	
	Limerick	"	A	"	24	
	Mayo	"	A	"	25	
	McClure	Haliburton	A	Dysart	21	
	Monteagle	"	A	"	32	
	Tudor	Madoc	A	Madoc	12	
	Wicklow	Haliburton	A	Dysart	32	
	Wollaston	Madoc	A	Madoc	24	
17 Huron	Ashfield	Dungannon	A	Wawanosh, W.	1	Goderich.
	Colborne	Goderich	F	Goderich	1	Grey.
	Hulett	Auburn	A	Wawanosh, W.	1	Hay.
	Stanley	Brucefield	A	Tuckersmith	2	Howick. McKillop. Morris. Usborne. Stephen. Tuckersmith. Turnberry. Wawanosh, E. Wawanosh, W.
18 Kent	Dover	Chatham	F	Raleigh	½	Camden. Chatham. Harwich. Howard. Oxford. Raleigh. Romney. Tilbury, E. Zone.
19 Lambton	Dawn	Shetland	A	Euphemia	3	Bosanquet.
	Sombra	Wallaceburg	F	Chatham	3	Brooke. Enniskillen. Euphemia. Moore. Plympton. Sarnia. Warwick.

TABLE

Showing Townships in the Province of Ontario, according to Counties, with neither Free nor Association Libraries, etc.—Continued

County	Township without Library	Nearest Library	Free or Association	Township in which the nearest library is situated	Approx. miles distant	Townships with Libraries
20 Lanark.....	Bathurst.....	Perth.....	F	Drummond....	½	Beckworth.
						Dalhousie.
	Burgess, N.....	Perth	F	"	½	Drummond.
					3	Elmsley, N.
	Darling	Almonte	A	Ramsay	8	Lanark.
	Lavant	Elphin.....	A	Sherbrooke, N.	7	Montague.
	Sherbrooke, S...	Perth.....	F	Drummond....	10	Pakenham.
						Ramsay.
						Sherbrooke, N.
21 Leeds	Burgess, S.....	Newboro.....	A	Crosby, N	3	Bastard.
	Crosby, S.....	Delta	A	Bastard	4	Crosby, N.
	Elmsley, S.....	Smith's Falls ...	F	Montague	½	Elizabethtown.
	Escott, Front....	Mallorytown	A	Front of Yonge	2	Leeds.
	Escott, Rear	Delta	A	Bastard	6	Yonge, Front.
	Kitley	Easton's Corners.	A	Wolford	3	
	Lansdowne.....	Delta	A	Bastard	3	
	Yonge, Rear	"	A	"	5	
22 Lennox and Addington ..	Abinger	Lanark	F	Lanark	33	Camden, E.
	Adolphustown...	Picton.....	F	Prince Edward	6	Ernesttown.
	Amherst Island..	Bath	A	Ernesttown...	4	Richmond.
	Angiesea.....	Madoc	A	Madoc	18	
	Ashley	Madoc	A	"	35	
	Denbigh	Admaston	A	Admaston	26	
	Effingham	Madoc	A	Madoc	27	
	Fredericksburg,N	Napanee.....	A	Richmond.....	½	
	" S	Bath	A	Ernesttown ...	2	
	Kaladar	Tweed.....	A	Hungerford ...	9	
	Sheffield	Tweed.....	A	"	9	
23 Lincoln	Gainsborough ...	Smithville	....	Grimsby	1	Caistor.
	Louth	St. Catharines...	....	Grantham.....	2	Clinton.
						Grantham.
						Grimsby, N.
						Grimsby, S.
						Niagara.
24 Middlesex ...	Delaware	Komoka	A	Lobo.....	3	Adelaide.
	Nissouri, W.....	Kintore.....	A	Nissouri, E....	2	Biddulph.
	Williams	Ailsa Craig	F	McGillivray...	½	Caradoc.
						Dorchester.
						Ekfrid.
						Lobo.
						London.
						McGillivray.
						Metcalf.
						Mosa.
						Westminster.
						Williams, W.
25 Norfolk.....	Charlotteville ...	Simcoe	F	Woodhouse....	½	Middleton.
	Houghton	Port Rowan.....	A	Walsingham ..	7	Townsend.
	Windham	Simcoe	F	Woodhouse....	½	Walsingham.
						Woodhouse.

TABLE

Showing Townships in the Province of Ontario, according to Counties, with neither Free nor Association Libraries, etc.—Continued

County	Township without Libraries	Nearest Library	Free or Association	Township in which the nearest library is situated	Approx. miles distant	Townships with Libraries
26 Northumberland	Alnwick	Gore's Landing	A	Hamilton	5	Brighton.
	Monaghan, S.	Millbrook	A	Cavan	4	Cramahe.
	Murray	Frankford	A	Sidney	1	Haldimand.
						Hamilton.
						Percy.
						Seymour.
27 Ontario	Mara	Orillia	....	Orillia	1	Brock.
	Rama	"	....	"	3	Pickering.
	Scott	Mount Albert	....	E. Gwillimbury	1	Reach.
	Scugog	Port Perry	....	Reach	2	Thorah.
						Uxbridge.
						Whitby, E.
						Whitby.
28 Oxford	Blandford	Woodstock	F	Oxford	½	Blenheim.
						Dereham.
						Nissouri, E.
						Norwich, N.
						Norwich, S.
						Oxford, E.
						Oxford, N.
						Oxford, W.
						Zorra, E.
						Zorra, W.
29 Peel	Toronto Gore	Bolton	A	Albion	3	Albion.
						Caledon.
						Chinguacousy.
						Toronto.
30 Perth	Downie	Stratford	....	S. Easthope	½	Blanchard.
	Ellice	"	....	"	1	Easthope, N.
	Hibbert	Mitchell	....	Logan	3	Easthope, S.
	Wallace	Listowel	....	Elma	½	Elma.
						Fullerton.
						Logan.
						Mornington.
31 Peterborough	Anstruther	Haliburton	A	Dysart	15	Asphodel.
	Belmont	Norwood	A	Asphodel	3	
	Burleigh	Lakefield	A	Douro	12	Douro.
	Cavendish	Kinmount	A	Somerville	11	Monaghan, N.
	Chandos	Lakefield	A	Douro	24	
	Dummer	Norwood	A	Asphodel	2½	
	Ennismore	Lakefield	A	Douro	7	
	Galway	Kinmount	A	Somerville	1	
	Harvey	Bobcaygeon	A	Verulam	2	
	Methuen	Norwood	A	Asphodel	13	
	Otonabee	Peterborough	F	Monaghan	½	
	Smith	"	F	"	2½	
32 Prescott	Alfred	Vankleek Hill	A	Hawkesbury, W	8	Hawkesbury, W.
	Caledonia	"	A	"	2	
	Hawkesbury, E.	"	A	"	4½	
	Longueuil	"	A	"	3	
	Plantagenet, N.	"	A	"	13	
	Plantagenet, S.	Dunvegan	A	Kenyon	4½	

TABLE

Showing Townships in the Province of Ontario, according to Counties, with neither Free nor Association Libraries, etc.—Continued

County	Township without Libraries	Nearest Library	Free or Association	Township in which the nearest library is situated	Approx. miles distant	Townships with Libraries
33 Prince Edw'rd	Ameliasburg	Belleville	F	Thurlow	2	Hallowell.
	Athol	Picton.....	F	Hallowell.	2	
	Hillier.....	"	F	"	7	
	Marysburg, N...	"	F	"	5	
	Marysburg, S ...	"	F	"	5	
	Sophiasburg	"	F	"	3	
34 Renfrew.....	Algoma, N.....	Pembroke.....	F	Pembroke.....	13	Admaston.
	Algoma, S	"	F	"	18	Horton.
	Alice	"	F	"	2	McNab.
	Bagot	White Lake.....	A	McNab	2	Pembroke.
	Blithfield	Admaston.....	A	Admaston.....	8	Ross.
	Bromley	Forester's Falls.	A	Ross.....	7	
	Brougham	Admaston	A	Admaston	7	
	Brudenell.....	Forester's Falls.	A	Ross.....	30	
	Buchanan	Pembroke.....	F	Pembroke.....	14	
	Burns	"	F	"	27	
	Clara.....	"	F	"	55	
	Fraser.....	"	F	"	10	
	Grattan	Admaston	A	Admaston.....	8	
	Griffith	"	A	"	17	
	Hagarty	Pembroke.....	F	Pembroke.....	20	
	Head	"	F	"	34	
	Jones	"	F	"	37	
	Lyndoch	Admaston	A	Admaston.....	25	
	Maria	Pembroke	F	Pembroke.....	48	
	Matawatchan ..	Admaston	A	Admaston.....	18	
	McKay	Pembroke.....	F	Pembroke	10	
	Petawawa	"	F	"	3	
	Radcliffe	"	F	"	33	
	Raglan	Admaston	A	Admaston	34	
	Richards	Pembroke	F	Pembroke	18	
	Rolph	"	F	"	24	
	Sebastopol	Admaston	A	Admaston	16	
	Sherwood.....	Pembroke	F	Pembroke	27	
	Stafford	"	F	"	½	
	Westmeath	Forester's Falls.	A	Ross.....	2	
	Wilberforce	Pembroke.....	F	Pembroke	8	
	Wylie	"	F	"	17	
35 Russell	Cambridge	Russell	....	Russell	6½	Russell.
	Clarence	Dunvegan.....	....	Kenyon	13	
	Cumberland	Russell	....	Russell	6	
36 Simcoe	Adjala.....	Mono Mills.....	....	Albion	1	Essa.
	Matchedash	Gravenhurst	....	Muskoka.....	7	Flos.
	Oro	Barrie.....	....	Vespra.....	1	Gwillimbury, W.
	Sunnidale	Angus	....	Essa	2	Innisfil.
	Tossorontio	"	....	"	2½	Medonte.
	Orillia, North ...	Orillia.....	....	Orillia, S	3	Nottawasaga.
						Orillia, S.
						Tay.
						Tecumseh.
						Tiny.
						Vespra.

TABLE

Showing Townships in the Province of Ontario, according to Counties, with neither Free nor Association Libraries, etc.—Concluded

County	Township without Library	Nearest Library	Free or Association	Township in which the nearest library is situated	Approx. miles distant	Townships with Libraries
37 Stormont	Finch	Newington	A	Osnabruck	1½	Cornwall.
	Roxborough	"	A	"	2	Osnabruck.
38 Victoria	Bexley	Victoria Road...	A	Eldon	1	Eldon.
	Carden	" ...	A	"	2	Emily.
	Dalton.....	Norland	A	Laxton	10	Fenelon.
	Digby	"	A	"	3	Laxton.
	Longford.....	"	A	"	13	Mariposa.
						Ops.
						Somerville.
						Verulam.
39 Waterloo	.....	.....	....	.....	....	Dumfries, N.
						Waterloo.
						Wellesley.
						Wilmot.
						Woolwich.
40 Welland	Wainfleet	Port Colborne...	A	Humberstone..	½	Bertie.
	Willoughby	Stevensville.....	A	Bertie	3	Crowland.
						Humberstone.
						Pelham.
						Stamford.
						Thorold.
41 Wellington...	Luther, W	Arthur	F	Arthur	½	Arthur.
	Maryborough....	Drayton	A	Peel.....	½	Eramosa.
	Pilkington	Elora.....	F	Nichol.....	½	Erin.
						Garafraxa.
						Guelph.
						Minto.
						Nichol.
						Peel.
						Puslinch.
42 Wentworth ..	Ancaster.....	Hamilton	F	Barton	½	Barton.
	Binbrook	Saltfleet.....	A	Saltfleet	3	Beverly.
	Glanford.....	Hamilton	F	Barton	2	Flamboro, E.
						Flamboro, W.
						Saltfleet.
43 York	Gwillimbury, N..	Sutton, W	A	Georgina.....	1	Etobicoke.
						Georgina.
						Gwillimbury, E.
						King.
						Markham.
						Scarboro.
						Vaughan.
						Whitchurch.
						York.

DISTRICT TOWNSHIPS WITHOUT LIBRARIES

Showing all those Townships, viz., 76, in the eight Districts of the Province of Ontario wherever organized, alphabetically arranged, which up to the 31st of December, 1913, had neither FREE nor ASSOCIATION Libraries. Also the names of those libraries already established and of the townships in which they are located.

Districts	Number of Townships without Libraries	Townships with Libraries	Name of Library
(1) Algoma.....	Eleven organized Townships without a Library	Howland..... St. Joseph ..... Tarentorus.....	Little Current Marksville Sault Ste. Marie
(2) Kenora	Three organized Townships without a Library	.....	Kenora
(3) Muskoka.....	Ten organized Townships without a Library	McLean ..... Macauley ..... Muskoka..... Chaffey..... Medora	Baysville Bracebridge Gravenhurst Huntsville Port Carling
(4) Manitoulin.....	Eight organized Townships without a Library	Gordon	Gore Bay
(5) Nipissing	Six organized Townships without Libraries	James ..... Bucke ..... Dymond ..... Widdifield	Elk Lake Haileybury New Liskeard North Bay
(6) Parry Sound.....	Eleven organized Townships without Libraries	Armour..... McDougal..... Perry ..... Foley..... Himsworth..... Machar..... Strong..... Himsworth	Burk's Falls Depot Harbour Emsdale Parry Sound Powassan South River Sundridge Trout Creek
(7) Sudbury	Thirteeen organized Townships without Libraries	Neelon..... Snider..... McKim.....	Coniston (Victoria Mines) Copper Cliff Sudbury
(8) Rainy River and Thunder Bay ...	Fourteen organized Townships without Libraries	..... Chapple ..... Neebing..... McIntyre..... Atwood.....	Dryden Fort Frances Fort William Port Arthur Rainy River

"SELECTED LIST OF BOOKS"

This Departmental publication is still increasing in usefulness and popularity. It has achieved as predicted a more than national circulation and reputation. Dr. Seath, Superintendent of Education, now utilizes 350 copies quarterly for distribution among the Collegiate Institutes, High Schools and Continuation Schools of the Province.

A Few Appreciative References

"The list contains valuable information, and is of much interest."—H. B. WERNER, Librarian, Public Library, Wernersville, Pa.

"I shall find these series of notes of considerable value to me in my class work."—F. K. WALTER, New York State Library, Albany, N.Y.

"This publication is always a welcome arrival."—J. H. MCCARTHY, Librarian, Public Library, Winnipeg, Man.

"I wish to express my appreciation of the value of your selected list of books."—C. A. HESSON, Collector, St. Catharines.

"You have gathered together here in handy and concise form some very useful information regarding sets of books for juveniles and older readers."—W. F. SANBORN, Librarian, Public Library, Cadillac, Mich.

"I find this an exceedingly valuable publication."—A. J. CROCKETT, New Glasgow, N.S.

"I thank you for this valuable assistance in book selection."—WM. STEWART, Lancaster, Ont.

"I have been examining this booklet with care; it is a splendid thing. I like it better than the A.L.A. book list for the reason that the technical works on commerce and so on have been selected by experts whose names are in the list. In the American Library Association book list many books are selected by a professor in the University of Wisconsin, while the authority is not given. The only suggestion I have is that the Ontario list be annotated more fully. I think this is one of the best things your Department of Education and the O.L.A. is doing—a perfectly splendid list. Ten or twelve hundred books are offered for inspection every year, and this bulletin aids tremendously in the selection."—MISS LUTIE S. STEARNS, Free Library Commission, Madison, Wisconsin.

AS OTHERS SEE US

"I would like to try and have our Public Libraries Act improved considerably, and as your Act seems to me in many respects *a model of library legislation*, I thought it would be a good basis to work on."—J. R. C. HONEYMAN, Librarian, Public Library, Regina, Sask.

"I am very grateful to you for sending me the last reports of your department and of the Ontario Library Association. I always read these with a great deal of interest, and find the account of your work very stimulating."—HARRISON W. CRAVER, Librarian, Carnegie Library of Pittsburg.

"We in England envy you, and I can see great possibilities for libraries in Ontario."—WALTER S. C. RAE, Chief Librarian, Central Library, Fulham, England.

"Your energetic and efficient work across our border is a constant stimulus and encouragement to us. Especially is this the case in our local Institute work, in which you are in so many respects ahead of us."—ASA WYNKOOP, Inspector of Public Libraries, Albany, N.Y.

"I know from your report that you are an exceedingly busy man, but we need your advice so much that I wish you could come among us and give one or two addresses on Public Libraries. We have a Canadian Club here, and also in Halifax. If it could be arranged for you to address them would you be willing and able to come as far to do so? There is no question about the great good you would do."—MRS. H. W. SMITH, Public Library, Truro, N.S.

"Several of the librarians in Glasgow whom I let see the reports expressed great appreciation for the conduct of library affairs in Ontario and the part which the State takes in aiding their progress."—JAMES JOHNSTON, the Royal Technical College, Glasgow, Scotland.

"I wish you the largest measure of success in your important public service."—WALTER JAMES BROWN, B.S.A., LL.M., Aylmer, Ont.

"My thanks for a copy of your always readable and enjoyable report and your good year's work. You keep in the front, and always keep moving the front forward. Good luck to you."—WALTER L. BROWN, Librarian, Public Library, Buffalo, N.Y.

"You certainly expend both time and labour in your good work, which, we trust, is fully appreciated."—MRS. ROBT. PARKER, Public Library, Coplestone, Ont.

The Influence of Libraries for Better Reading

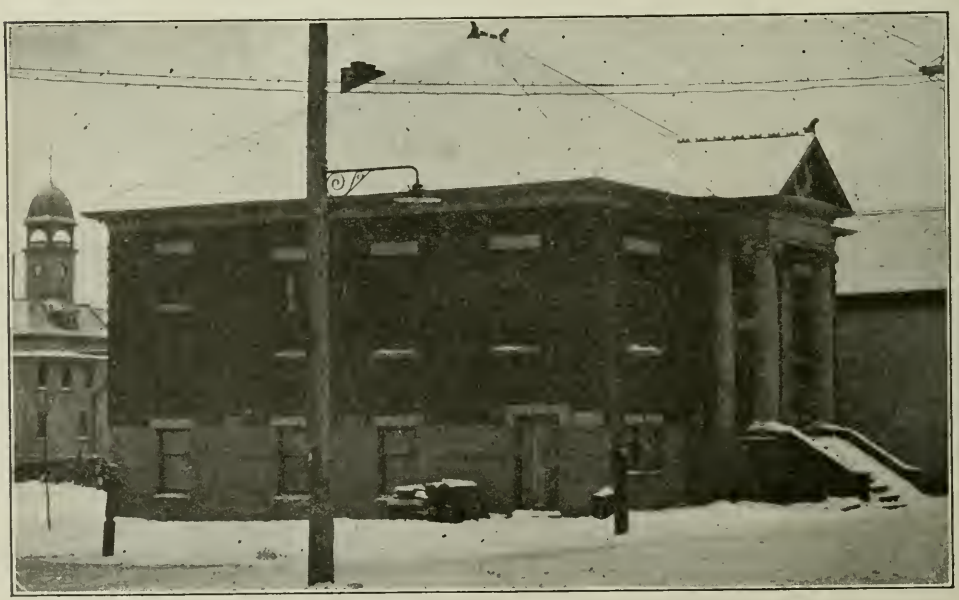
Extracts from a valuable address given by Mr. James P. Murray, of Toronto, at the Belleville Library Institute, Cobourg, November 28th, 1913:—

Our libraries are established as health resorts for the mind, and whether young or old visit them, . . . not only good comes to the visitor, but the whole community can derive some advantage. . . .

In our libraries may be found plenty of the best and safest mind-food, but it is regrettable that there is so large a number of the community, unlearned and unstable, who seek not good reading, but that which is unnourishing and injurious. Too much time, money and space are expended on this injurious branch of reading. Its influence is defiling. It deserves a name for itself but is included in "Fiction." . . . Fiction has come to be an accepted branch of library activities, but it may be questioned if libraries should be called on to supply fiction to the reading public. . . . Fiction reading should come under the head of amusements. "Why should the general public be taxed to supply the means whereby over fifty-two per cent. of the readers (shown by figures of one of the leading Ontario libraries) are to be entertained?" Under this principle, why should not tickets issue from some city official for concerts, theatres and other similar mental entertainments? . . . Theatres and theatoriums are under censorship. . . . All comic sheets of the daily or weekly press are to be condemned as vulgar and coarse. In view of the openness with which the Press receives and publishes columns of particulars of crime, their views on what should be read by way of pastime can hardly be worthy of acceptance.

The establishment of an official Canadian Reviewing Bureau would give an opportunity of having all works of fiction pass a certain standard, and, failing to meet the requirements, they should be barred from sale or distribution in Canada. The Dominion Archivist has a staff. Its duty might be to review and have an oversight of novels and the class of books which may be of an injurious character. The influence of such a bureau would soon be felt. . . . It may not be the duty of libraries to police the minds of their patrons, but novel reading should be narrowed to a certain class of fiction.

Almost everywhere in which books are in numbers, home, shop or reading-room, may be found plenty of the vilest mind poison. . . . The impure mind destroys manhood, and with it the home. Attention steadily given to the advocacy of good reading will develop strong character, increase progress, create influence, establish regard and yield power.



Walkerton Public Library

The Public Library and Librarian

Extracts from synopsis of address by Mr. C. W. Casson, Editor of the *Ottawa Citizen* at the Eastern Library Institute, Ottawa Carnegie Library Hall, November 20th, 1913.

No librarian can be fully prepared to do largest and best service until he has fully realized the significance and greatness of the public library in the community life of to-day. . . . .

A public library is the treasure house in which is stored the wisdom of the past. In it the thought of unnumbered generations waits to greet and to guide the seekers for truth to-day. All the poets, prophets, philosophers, who have ever contributed to the world's wisdom, extend their inspiration and help through the public library. All of history, romance, science, poetry, find their concrete culmination and expression in this institution. To understand a library, one must understand what a book is, and one may learn that all the fruition of the mental evolution of all ages is to be found within the two covers of a single book. It represents the outworking of countless endeavours along all lines of human progress, since primitive man scratched his first mark of record upon a flat stone.

Yet, though the books of a public library have a value beyond price, they must be regarded as tools rather than treasures. They are not to be hoarded upon the shelves, but to be scattered through the community, whatever the cost of wear. Better far a volume with torn back and leaves missing than a volume intact, unsoiled, and unused. . . . It is as tools that they are most useful.

The public library is the temple of democracy. It is the noblest expression of the highest type of democracy in modern life. It is a very temple whose atmosphere compels reverence. Not even a church compels it more, and frequently not as much. There is in it the consciousness of high purpose, of noble endeavour, of eager quest for truth. The institution represents a common enterprise. It belongs to the people and it is maintained by them. No touch of autocracy is suffered to come within its doors. There is no distinction between rich and poor. The greatest minds of the past greet alike the learned and the ignorant of to-day. Every book, obtained without charge, opens without favour to any and alike to all.

The public library is the university of the people. It is a mistaken notion that education ceases with the child's attendance at school. The school only gives a start to what should continue throughout life. When education ceases, mental paralysis sets in. . . . The library exists that the normal man may continue his education. It supplies him with all the necessary material along whatever line his later tendencies lead him, and which in many cases he could not afford to buy for himself. In the truest sense, the library becomes the complement of the public school educational system.

The Librarian can do much to aid in this work. . . . Readers can be switched from fiction to fact by a kindly suggestion. Doors to realms before unknown can be opened. . . . He should know not only where to find a book, but what book to find, and what to find in it. . . .

The public library should be the mental dynamo of the community. . . . Library series of lectures are doing much to thus arouse and instruct. . . . In this way, a public library hall may be made to radiate influences that shall make themselves felt in the whole life of the community. It is best adapted to work as a counter-agent against the influences that make for partisanship and prejudice and local antagonisms. It is the truth that shall give unity and goodwill and common purpose on behalf of the right, and every librarian is the keeper of the truth.

Value of Good Literature

Rev. Hislop Dickson, of Rainy River, at the Western District Public Libary Institute, Fort William.

"Histories make men wise; poetry, witty; mathematics, subtle; natural science, deep; moral philosophy, grave; logic and rhetoric, able to debate." Carlyle describes a good collection of books as a real university, and Cicero compared a room where there were none, as a Body without a Soul. "I have friends," remarked Petrarch, referring to books, "whose society is extremely agreeable to me; they are of all ages and of every country."

In recent years these friends and servants have marvellously multiplied in number; unhappily there is some deterioration of character. Some genius has computed that since the beginning of printing there have been published something close to three hundred million volumes. It is difficult to foresee anything which will save us from being over booked. In Japan there is no such thing as waste paper. A useless book is not allowed to cumber the earth, but is transmuted into some useful form, perhaps an umbrella or a hat. Thus might a novelist of poor merit be sheltered by his own romances, by being moulded into a hat to protect the head within which the tale originated.

We ought to waste no time in reading valueless books.

The reading public, I believe, soon develop tastes along the line of books they are induced to read. I do not share with many that uncompromising antipathy towards works of fiction. Children are forbidden to read anything in the home which the parents have not read themselves, and these parents read about one book in a month, hence are not in a position to recommend even to their children. I am satisfied that boys and girls, because of parental prohibition, read worse stories because of the way they have to obtain them.

A clergyman who had bitterly denounced novels confessed that he had never read one. Being criticized, for weeks he secluded himself, neglected his parish, repeated on Sunday old sermons, and was almost entirely alienated from his meals. At the end of this experiment, he astonished his auditors by telling them from the pulpit that he had found novels as pernicious as he had always supposed them to be; that for three months he had done nothing but read them, and that they had so fascinated and interested him that he had been unable to write any discourses or devote himself to his religious duties. His people smiled and were not convinced.

A Public Library should not produce bibliomaniacs. A real Babel of authors makes one oblivious to the speech of his own soul.

It is a regrettable fact that few people take any prominent part in aiding the work of our Library Boards. Personally I had this observation thrust upon myself. I was keen for the commencement of a Public Library in my town, Rainy River. This was accomplished with much better success than I had hoped for, but when I sought to step down and allow someone else to continue the good work, no one was to be found. However, I am simply pointing out the difficulty which must be faced, for we must go on with this work. We must bend all our energies that we may be able to elevate other minds. It is a high and glorious work. I trust we may all receive great benefit and fresh enthusiasm from our conference on Public Library matters.

Public Library and Public School

Extracts from a paper read by Rev. Harold C. King, of Fort William, at the Western District Library Institute at Fort William, July 21st, 1913:—

"The writer remembers the effect upon himself of the old Departmental Supplementary reading of about twenty years ago, when recommended books stood in forbidding rows in a school library like bottles of evil-smelling, evil-tasting drugs in a chemist's shop; how the compulsory reading of "Ivanhoe," "Quentin Durward" (commonly called by the patients who had to take the dose "Squintin' Doorward," because of the strong desire provoked by the reading of a chapter under the method then in vogue), and the "Talisman," effectively and effectually destroyed any liking he ever had or might have had for the works of Sir Walter Scott."

Among the many methods proposed by which to bring the public school and the public library into closer touch with each other, these were suggested:

1. Sending the School to the Library.—Useful for High School and Collegiate pupils, but needing a lot of machinery to make the plan workable.

2. Sending the Library to the School.—Subject to the same criticism, and when individual school libraries are established, often resulting in a needless duplication of books. To arouse and keep public interest and sympathy, a concentration of effort and expense is desirable.

3. Providing a reference and study room in the Library especially for teachers and pupils.—Excellent when skilfully managed. Only a means to an end, however.

4. Providing a collection of illustrative pictures.—Invaluable, and if finances would permit, the introduction of a moving-picture lantern would draw crowds to be educated who are now attracted to the picture theatre merely to be amused.

5. Co-operate in the buying of books.—A good hint to zealous school principals desirous to add some new thing to their school libraries without first considering whether the public library cannot supply their want.'

6. Instructing the school in the use of the library.—To my mind the most practicable and useful suggestion of all. A skilled, tactful and sympathetic librarian might visit the schools, room by room, explaining the purposes and methods of the library, inviting the pupils to come and visit the Library freely. Occasional talks might be given on the use of the catalogue and kindred subjects.

To show the need of this just to-day, an educated person remarked to me that the greater part of your programme was not of general interest because it had to do with "technical matters"—the very knowledge the public needs to enable them to use the library intelligently.

After all, education is the greatest need in bringing the Public School and the Public Library together.

The Story Hour in the Library and School is the best foundation upon which to develop a love of good literature.

Hand in hand with story telling goes the much neglected art of reading aloud. Let enthusiastic book-lovers and trained librarians form "Literary Unions," "Reading Circles." Not half-baked bores recommending books of which they know little or nothing, but refined, cultivated book-lovers who understand the varying shades of human nature as well as the true uplifting power of a good book, will be the best agents in solving the problem of "Public Library and Public School."

SCHOOL LIBRARIES AND THE RURAL LIBRARY PROBLEM IN NEW YORK STATE

Last year, according to "New York Libraries," a committee of the New York Library Association recommended that the libraries work with the district superintendents of schools and through them get into closer touch with the people of the rural communities. In order to know something of the school libraries of the State, the following questionnaire was sent to the 207 district superintendents:

1. How many schools in your district? (*a*) How many of them have libraries? (*b*) What is the nature and character of the libraries? (*c*) To what use are they put? (*d*) Are they open to the people of the district?

2. Do you use the annotated list issued in the selection of books? 3. How much real influence do you think the required reading has in forming the reading habit? 4. How many schools have help from the nearest library? 5. Do you recommend the teachers to go to the nearest library for help?

Replies were received from 112, representing 5,626 schools. All but 52 have libraries, averaging from 50 to 200 volumes; 4,015 libraries are free to the public, but few are so used. All districts used the list issued by the School Libraries Division. In many districts children receive certificates for reading from three to ten books each year. In 564 schools help is received from the nearest library. Clubs covering two or more counties have been formed by superintendents for discussion of work. "Why," it is asked, "should not librarians attend these meetings and superintendents attend library meetings, making good books more accessible to rural communities?"

One thing only is withheld from the distinctly rural communities—the opportunity to get good books. Libraries through extension of their service, must aid the great agrarian movement of the day.

TRAINING OF LIBRARIANS IN NORMAL SCHOOLS

Ida M. Mendenhall, Chairman Committee on Normal School Libraries, advocates:—(1) The appointment of a trained librarian in every normal and teachers' training school, (2) That library lessons should be given in the grades and high schools, *in order that normal schools may specialize on library courses for prospective teachers*, (3) That normal schools in their required library lessons should place the emphasis on children's literature and practice lessons and that technical library instruction be reserved for elective teacher-librarian courses.

CARNEGIE GIFTS

The following statement has been prepared from information collated from various sources and shows as nearly as can be ascertained the names of all Public Libraries in Ontario promised grants by Mr. Andrew Carnegie from time to time, including gifts for both original buildings, for increases, and for branches up to January 1st, 1914.

It must be understood that in some cases the buildings are only paid for in part, and in some no work has been done at all.

Name of Place	Amounts Promised		Total Grant	Year Promised
	Original	Increase		
1. Arthur	$7,500		$7,500	1909
2. Amherstburg	10,000		10,000	1011
3. Aylmer	8,000		8,000	1911
4. Ayr.	5,000	200	5,200	1910
5. Berlin	24,500	3,500	28,000	1902
6. Brantford	30,000	13,000	43,000	1902
7. Brampton	12,500		12,500	1902
8. Brockville	17,500		17,500	1903
9. Bracebridge	10,000		10,000	1906
10. Brussels	6,500	500	7,000	1909
11. Beaverton	5,000	2,000	7,000	1910
12. Beeton	5,000		5,000	1911
13. Collingwood	12,500	2,000	14,500	1901
14. Cornwall	7,000		7,000	1902
15. Chatham	18,000		18,000	1902
16. Campbellford	8,000		8,000	1911
17. Chelsey	10,000		10,000	1911
18. Caledonia	6,000		6,000	
19. Dundas	10,000	2,000	12,000	1912
20. Dresden	8,000		8,000	1907
21. Durham	8,000		8,000	1911
22. Elora	6,000	400	6,400	1908
23. Essex	5,000	1,000	6,000	1911
24. Elmira	5,000	2,000	7,000	1911
25. Exeter	8,000		8,000	1913
26. Fergus	6,000	1,000	7,000	1909
27. Fort William	50,000		50,000	1909
28. Forest	5,000		5,000	1911
29. Guelph	20,000	4,000	24,000	1902
30. Goderich	10,000		10,000	1902
31. Galt	19,500	3,500	23,000	1902
32. Gravenhurst	7,000		7,000	1906
33. Grand valley	7,500		7,500	1909
34. Grimsby	8,000		8,000	1911
35. Gananoque	10,000		10,000	
36. Hanover	10,000		10,000	1906
37. Harriston	10,000		10,000	1908
38. Hamilton	75,000	25,000	100,000	1909
39. Hespeler	99,000		9,000	1910
40. Ingersoll	10,000		10,000	1909
41. Kemptville	3,000		3,000	1906
42. Kingsville	5,000		5,000	1911
43. Kenora	15,000		15,000	
44. Lindsay	13,000		13,000	1902
45. Listowel	10,000		10,000	1904
46. Lucknow	7,500		7,500	1905
47. Kincardine	5,000		5,000	1906
48. Leamington	10,000		10,000	1910
49. Milton	5,000		5,000	1906
50. Merrickville	2,500		2,500	1907

Carnegie Gifts—Continued

Name of Place	Amount Promised		Total Grant	Year Promised
	Original	Increase		
51. Mitchell	4,000	2,000	6,000	1908
52. Milverton	7,000		7,000	1909
53. Mount Forest	10,000		10,000	1909
54. Midland	12,500		12,500	1910
55. Markdale	5,000		5,000	1911
56. Millbrook	8,000		8,000	
57. Niagara Falls	12,500	2,500	15,000	1906
58. New Liskeard	10,000	900	10,900	1910
59. Newmarket	10,000		10,000	1911
60. North Bay	15,000		15,000	1911
61. New Hamburg	6,000	2,000	8,000	1912
62. Ottawa	100,000		100,000	1901
63. Orangeville	10,000	2,500	12,500	1903
64. Owen Sound	17,500	7,500		
		1,000	26,000	1905
65. Oshawa	12,000	2,000	14,000	1906
66. Orillia	12,500	1,000	13,500	1909
67. Palmerston	10,000		10,000	1902
68. Paris	10,000		10,000	1903
69. Perth	10,000		10,000	1906
70. Petrolia	10,000		10,000	1908
71. Picton	10,000	2,000	12,000	1906
72. Port Elgin	8,000	800	8,800	1907
73. Penetanguishene	10,000	2,500		
		500	13,000	1908
74. Pembroke	12,000	2,000	14,000	1908
75. Paisley	5,000		5,000	
76. Peterborough	25,000	5,000	30,000	1908
77. Port Arthur	30,000	10,000	40,000	1909
78. Preston	10,000	2,000	12,000	1909
79. Port Hope	10,000		10,000	1911
80. Stratford	15,000		15,000	1903
81. Sault Ste. Marie	10,000	5,500	15,500	1901
82. St. Catharines	25,000		25,000	1902
83. Smith's Falls	10,000		10,000	1902
84. Sarnia	15,000	5,000	20,000	1902
85. St. Thomas	25,000	2,000	27,000	1902
86. St. Mary's	10,000		10,000	1904
87. Strathroy	7,500		7,500	1908
88. Seaforth	6,000	4,000	10,000	1909
89. Simcoe	10,000		10,000	1910
90. Shelburne	6,000		6,000	1911
91. Stouffville	5,000		5,000	1913
92. Teeswater	10,000		10,000	
93. Thorold	10,000		10,000	1902
94. Toronto	350,000	50,000	400,000	1903
95. Toronto Junction, West	20,000		20,000	1908
96. Thessalon	8,000		8,000	1909
97. Trenton	10,000		10,000	1911
98. Tillsonburg	10,000		10,000	1913
99. Waterloo	10,000		10,000	1902
100. Woodstock	20,000	4,000	24,000	1906
101. Wallaceburg	7,500	2,500		
		1,500	11,500	1906
102. Walkerton	10,000		10,000	1911
103. Whitby	5,750	4,250	10,000	1911
104. Watford	6,000		6,000	1912
105. Weston	10,000		10,000	1913
106. Welland	20,000		20,000	

SUMMARY

Showing number of Libraries promised gifts of from $2,500 up to $400,000 respectively

		Number of Libraries			Number of Libraries
Promised gifts of	$2,500	1	Promised gifts of	$14,500	1
" "	3,000	1	" "	15,000	4
" "	5,000	8	" "	15,500	1
" "	5,200	1	" "	17,500	1
" "	6,000	5	" "	18,000	1
" "	6,400	1	" "	20,000	3
" "	7,000	7	" "	23,000	1
" "	7,500	4	" "	24,000	2
" "	8,000	9	" "	25,000	1
" "	8,800	1	" "	26,000	1
" "	9,000	1	" "	27,000	1
" "	10,000	29	" "	28,000	1
" "	10,900	1	" "	30,000	1
" "	11,500	1	" "	40,000	1
" "	12,000	3	" "	43,000	1
" "	12,500	3	" "	50,000	1
" "	13,000	2	" "	100,000	2
" "	13,500	1	" "	400,000	1
" "	14,000	2	Total		106

CARNEGIE GIFTS

Statement showing approximately the gifts promised by Mr. A. Carnegie to Libraries in the undermentioned Provinces of Canada exclusive of Ontario, from information from various sources

No.	Name of Province	Place	Amount promised		Total gifts to each Library
			Original	Increase	
			$	$	$
1	Alberta	Calgary	50,000	30,000	80,000
2	"	Edmonton	60,000	15,000	75,000
3	"	Lethbridge	10,000	.....	10,000
4	"	Raymond	15,000	.....	15,000
5	"	Strathcona	10,000	15,000	25,000
6	British Columbia	New Westminster	50,000	.....	50,000
7	" "	Vancouver	50,000	2,415	52,415
8	" "	Victoria	17,500	2,000	19,500
9	Cape Breton	Sydney	15,000	.....	15,000
10	Manitoba	Brandon	36,000	.....	36,000
11	"	Neepawa	6,000	.....	6,000
12	"	Selkirk	10,000	.....	10,000
13	"	Winnipeg	75,000	39,000	114,000
14	New Brunswick	St. John	50,000	.....	50,000
15	Newfoundland	St. John's	50,000	.....	50,000
16	Nova Scotia	Amherst	5,000	.....	5,000
17	" "	Halifax	75,000	.....	75,000
18	" "	Truro	10,000	.....	10,000
19	" "	Yarmouth	4,000	.....	4,000

CARNEGIE GIFTS.—Continued

No.	Name of Province	Place	Amount promised		Total gifts to each Library
			Original	Increase	
20	Saskatchewan	Indian Head	10,000		10,000
21	"	North Battleford	15,000		15,000
22	"	Regina	30,000	20,000	50,000
23	"	Saskatoon	30,000	9,500	39,500
24	Quebec	Montreal	150,000		150,000
25	"	Sherbrooke	15,000		15,000
26	"	Three Rivers	10,000		10,000
27	Yukon	Dawson	25,000		25,000
			883,500	132,915	1,016,415

Summary:—Ontario

Promised on Original Buildings in Ontario	$1,681,750
Promised as Increase, Buildings in Ontario	185,050
Total	$1,866,800

All Other Provinces of Canada

Promised on Original Buildings	$883,500
Increases	132,915
Total	$1,016,415
Grand Total for Dominion of Canada	$2,883,215

The total gifts for Library Buildings to December 31st, 1913, promised by Mr. Carnegie personally or by the Carnegie Corporation of New York, including the United Kingdom and English-speaking British Colonies throughout the world, are approximately as follows:—

2,455	Public Library Buildings	$57,119,569 50
115	College Library Buildings	3,675,753 00
2,570		$60,795,322 50

REPORTS UPON THE PUBLIC LIBRARIES IN OTHER PROVINCES

BRITISH COLUMBIA

In response to a letter of enquiry Mr. E. D. Scholefield, Provincial Librarian at Victoria, reported upon the library situation in British Columbia as follows:—

"The Public Libraries in British Columbia consist of the undermentioned:—
"The Public Library, Victoria. Miss Helen G. Stewart, Librarian.
"The Public Library, Vancouver. R. L. Douglas, Librarian.
"Public Library, New Westminster. Miss Annie O'Meara, Librarian.
"Pubic Library, Nelson. Public Library, Kelowna. Public Library, Vernon.
"The Province of British Columbia has no public library act, but the Library Association of British Columbia has taken up this matter very strongly and has submitted to the Government a model Bill, which we hope may be introduced at the forthcoming session of the Legislative Assembly. In framing the measure *we followed more or less closely the Library Act of Ontario, which is a fine piece of legislation.*"

"With reference to our Travelling Library system I would state for your information that it was inaugurated in the year 1898 and that it is in a flourishing condition. I may be wrong, but I have an idea that the Province of British Columbia was the first of the Canadian provinces to inaugurate a system of travelling libraries, maintained by the Government, especially for the use and benefit of rural, mining and outlying communities."

Further and more detailed information in respect to the Travelling Libraries in British Columbia has been kindly supplied by Mr. Herbert Killam of the library staff:—

"The travelling library department is only a tag on the Provincial Library; and I have no authority to compel certain things. For instance, the local librarians seldom send in a report of borrowers and circulation; although they have the proper forms they seldom acknowledge receipt of a library, although they are provided with a printed postcard; they take a long, long time to return a library when the time for its use has expired. But, as they give their services, I cannot scold them. Then, again, there is no overwhelming desire for the use of travelling libraries. From the reading of the reports of various United States Travelling Library Commissions, the people of the communities served by these Commissions seem to be eager and anxious to take advantage of the travelling libraries; in this province they must be urged and coaxed to read. These adverse conditions all help to make the record of my year's work a poor one. But, poor as it is, next year *must* see an improvement.

As Mr. Scholefield will probably tell you, a bill for the organization and control of libraries and the creation of a centre is in the hands of the Attorney-General. And there we anxious librarians must leave it for a while."

"There are 12,133 volumes for Travelling Library service; 9,301 volumes of these are in regular travelling libraries; 372 volumes are in special libraries, and 2,460 volumes are in headquarters.

"There are 171 travelling libraries, consisting of 150 regular, 13 agricultural, and 8 special.

"One hundred and forty-seven libraries were circulated during the year; 120 of these were sent from headquarters, consisting of 106 regular, 10 agricultural, 4 special, and 27 exchanges between library stations.

"Number of borrowers, 6,000 (approximate); number of volumes in circulation, 35,000 (approximate); total volumes circulated, 7,724.

"These books were borrowed by communities, individuals, libraries, Women's Institutes, Farmers' Institutes, Schools, Prison Farm, Employees' Clubs, Labour Union, R.R. Y.M.C.A., Pleasant Sunday Afternoon Organization, Men's Clubs (of church), Lighthouse Keeper.

ALBERTA

In response to a letter asking for information, Mr. Alexander Calhoun, Secretary and Librarian of the Calgary Public Library, wrote in part as follows:—

"The only public libraries in the Province to my knowledge are our own and that at Edmonton. . . . In addition there is the Legislative Library at Edmonton and the University of Alberta Library at Edmonton. These four are the only libraries worth mentioning in the Province as yet. . . . We have now 19,000 volumes. Our building cost approximately $100,000, of which Mr. Carnegie furnished $80,000 and the city the other $20,000.

"The Legislature passed the Public Libraries Act in 1907, *modelled very closely upon the Ontario Libraries Act*, and permitting of the raising of a library tax up to one mill on the dollar. Our provincial annual grant is $300 for books and $50 for magazines. I doubt if there is any Government publication giving any particulars as to library developments in the Province. I understand that the University of Alberta has inaugurated a system of travelling libraries. This is just in its initial stages. Mr. E. L. Hill is librarian and secretary of the Edmonton Public Library. . . . They have just the one building in Edmonton, the Strathcona Building, built by the city at a cost of about $30,000."

Mr. Calhoun also enclosed a typed copy of his Second Annual Report (a most interesting record), from which the following data is taken:—

"During 1912 114,566 books were loaned, 8,911 members were enrolled, 7,467 adult and 1,444 juvenile, and 7,641 volumes were catalogued, making a total of 12,795 books in the library December 31, 1912. . . .

"Its circulation up to that date was 119,438. . . . Each book was lent on an average about sixteen times in the year. . . .

"Each member borrowed on an average about 24 books.

"Reckoning the population of Calgary at 60,000, the circulation of books per capita is 2. . . .

"The reading of the great English classics that most people are content to accept on faith is most noticeable. . . .

"The most potent influence in promoting the reading of thoughtful and informing books has been exerted by the numerous literary and study clubs which make the Library their home.

"The establishing of branch libraries is contemplated. . . .

"The Children's Department shows rather a falling off. . . .

"Of a total circulation of 114,566 of all classes, 67,807 were books of adult fiction and 16,239 juvenile fiction. . . .

"The adult fiction (67,807) was 75.8 per cent. of adult books lent. The juvenile fiction (16,239) was 64.4 per cent. of juvenile books lent, and the juvenile books lent were 22 per cent. of the whole."

SASKATCHEWAN

The following list of Public Libraries and Mechanics' Institutes has been supplied by Mr. John Hawkes, Legislative Librarian, Regina, Saskatchewan:—

Moose Jaw Public Library, Moose Jaw.
Prince Albert Public Library.
Regina Public Library.
Carnduff Public Library.
Estevan Public Library.
Sintaluta Public Library.
Oxbow Public Library.
Saskatoon Public Library.

Mechanics' and Literary Institutes

Mechanics and Literary Institute of:—

Neudorf.
Battleford.
Abernethy.
Balcarres.
Crystal Lake.
Francis.
Hillburn.
Grenfell.
Heward.
Kronau.
Summerberry.
Wolseley.
Weyburn.
McDonald Hills.
Creelman.

Fort Qu'Appelle out of existence. See letter from Anderson, Sec.-Treas., of date Dec., 1913.

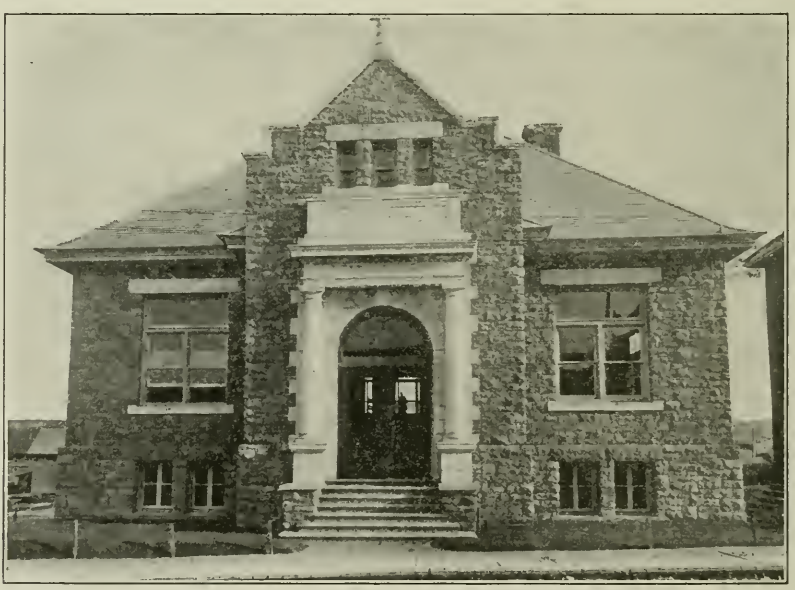
BOOKS ON LIBRARY ESSENTIALS AND ADMINISTRATION

The following books are of an up-to-date and practical nature. Copies of those marked with a star (*) can be obtained, under certain conditions, free of cost, upon application to the Inspector of Public Libraries, by the Secretary of any Public Library unable to procure them otherwise.

No.	Title	Author	Publisher
1.	Small Library Building, $1.25.	C. Marvin	A. L. A. Pub. Bd., Boston, 1908.
2.	Library Buildings, 10c.	W. R. Eastman	A. L. A. Pub. Bd., Boston, 1908.
3.	Why Do We Need a Public Library, 5c.	C. Hadley	A. L. A. Pub. Bd., Chicago, 1910.
4.	Binding for Small Libraries, 15c.	Prepared by the A.L.A. Committee on Bookbinding.	A. L. A. Pub. Bd., Chicago, 1911.
5.	Management of Travelling Libraries, 15c.	E. D. Bullock	A. L. A. Pub. Bd., Boston, 1907.
6.	A Village Library in Massachusetts, 5c.	Mary A. Tarbell	A. L. A. Pub. Bd., Boston, 1905.
7.	U. S. Government Documents in Small Libraries, 15c.	J. I. Wyer, Jr.	A. L. A. Pub. Bd., Chicago, 1910.
8.	Aids in Book Selection, 15c....	A B. Kroeger & S. W. Cattell.	A. L. A. Pub. Bd., Boston, 1908.
9.	American Library Economy: The Charging System, 25c.	J. C. Dana	The Elm Tree Press, Woodstock, Vt., 1909.
10.	Essentials in Library Administration, 15c.	L. E. Stearns.....	A. L. A. Pub. Co., Chicago, 1912.

Books on Library Essentials and Administration.—Concluded

No.	Title	Author	Publisher
11.	Subject Index to the A. L. A. Book List, Jan., 1905, June, 1910, 25c.	.....	A. L. A. Pub. Bd., Chicago.
12.	Training for Librarianship, 5c.	Mary W. Plummer.....	A. L. A. Pub. Bd., Boston, 1907.
13.	Travelling Libraries, 5c.	F. A. Hutchins	A. L. A. Pub. Bd., Boston, 1902.
14.	Cataloguing for Small Libraries, 15c.	Theresa Hitchler	A. L. A. Pub. Bd., Chicago, 1909.
15.	Book Selection; Bibliography of Guides to Selection.	.....	Libraco, Limited, London, Eng., 1909.
16.	Selected List of Music and Books About Music, 25c.	Louisa M. Hooper	A. L. A. Pub. Bd., Chicago, 1909.
17.	Mending and Repair of Books, 15c.	M. W. Brown	A. L. A. Pub. Bd., Chicago, 1910.
18.	Library Rooms and Buildings, 5c.	C. C. Soule	A. L. A. Pub. Board, Boston, 1902.
19.	Hints to Small Library, 75c....	M. W. Plummer	A. L. A. Pub. Bd., Chicago, 1911.
20.	The National Library Problem of To-day, 5c.	E. C. Richardson	A. L. A. Board, Boston.



New Liskeard Public Library

A MOTTO FOR LIBRARY WORKERS

"Ye Gods, grant me to become beautiful in the inner man and that whatever outward things I have may be in harmony with those within."—*Socrates.*

APPENDIX X

REPORT OF THE DIRECTOR OF INDUSTRIAL AND TECHNICAL EDUCATION

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario.

Sir,—I have the honour to submit the following report as Director of Technical and Industrial Education.

In compliance with your instructions I spent the time from October 1st, 1912, to May 1st, 1913, in studying Industrial and Technical Schools in Great Britain, France, Switzerland, and Germany. In June, 1913, I visited Winnipeg and certain cities of the United States.

I studied in detail the various phases of Industrial and Technical instruction that appeared to be applicable to conditions in Ontario. The results of my observation will be utilized in recommendations for perfecting and extending our present system.

I entered upon the active duties of my office as Director on September 1st, 1913. My time so far has been taken up mainly in making myself familiar with local requirements, in holding public meetings, in conferring with Boards of Trustees, and in assisting in organizing classes. For these purposes, I have visited, on invitation, the following centres: Belleville, Cobourg, Cornwall, Fort William, Haileybury, Ingersoll, Kingston, Lindsay, London, Orillia, Owen Sound, Pembroke, Peterborough, Port Arthur, Stratford, Sudbury.

Evening schools were re-organized in the autumn of 1913 in all centres where they were held in the academic year 1912-1913. New schools have been established in the following places: Cornwall, Drayton, Fort William, Ingersoll, Kingston, Ottawa, Owen Sound, Paris, Pembroke, Peterborough, Port Arthur, Renfrew, Toronto (Oakwood Branch), Windsor.

At the close of the year, after an inspection of the classes, I shall make a full report on present conditions and shall suggest plans for an extension of the work.

The appended tables give information regarding courses of study and attendance in day and evening Industrial and Technical Schools for the current academic year.

I have the honour to be,

Sir,

Your obedient servant,

F. W. Merchant,

Toronto, February 23rd, 1914.

TAB

ATTENDANCE AND SUBJECTS OF STUDY—EVENING

Schools	Actuarial Science	Applied Mechanics	Art and Design	Architectural Drawing	Charcoal Drawing	Freehand Drawing	Mechanical Drawing and Machine Design	Perspective Drawing	Building Construction and Carpentry	Chemistry	Clay Modelling	Cooking	Electricity	Electroplating	Embroidery	English	Estimating
Berlin	..	..	..	...	....	....	29	....	....	....	....	11	....	....	....	33	...
Brockville	..	..	..	...	....	18	18	....	....	20	....	50	....	....	....	17	...
Brantford	..	..	24	20	....	....	45	....	50	....	....	46	25	....	....	59	...
Collingwood	..	..	..	...	....	....	23	....	....	....	....	13	....	....	....	....	...
Cornwall	..	..	..	...	....	....	18	....	....	3	....	96	19	....	....	136	...
Drayton	..	..	..	...	....	....	....	....	....	....	....	30	....	....	....	....	...
Ft. William	..	..	..	...	....	....	....	....	....	....	....	18	....	....	....	....	...
Galt	..	..	..	...	....	....	32	....	....	....	....	9	12	....	....	....	...
Guelph	..	..	..	...	....	....	6	....	5	....	....	20	....	....	....	34	...
Hamilton	..	..	24	32	....	....	52	....	....	....	....	44	69	....	....	....	...
Ingersoll	..	..	..	...	....	8	24	....	....	....	....	....	....	....	....	....	...
Kingston	..	..	..	...	....	....	80	....	....	....	....	....	....	....	....	....	...
London	..	..	21	18	....	....	38	....	32	....	....	26	25	....	....	46	...
Ottawa	..	..	..	102	....	27	51	....	102	19	....	196	54	....	....	97	...
Owen Sound	..	..	..	...	....	....	29	....	....	....	....	41	21	....	....	....	...
Paris	..	..	..	...	....	....	....	....	....	....	....	14	....	....	....	....	...
Pembroke	..	..	..	...	....	....	40	....	....	....	....	....	....	....	....	21	...
Peterborough	..	..	..	...	....	....	84	....	....	....	....	120	40	....	....	....	...
Port Arthur	..	..	..	...	....	....	23	....	....	....	....	19	....	....	....	25	...
Renfrew	..	..	..	...	....	....	....	....	....	....	....	....	....	....	....	....	...
St. Thomas	..	..	..	...	....	....	15	....	....	....	....	19	13	....	....	....	...
Stratford	..	..	..	...	....	....	21	....	....	22	....	104	36	....	....	....	...
Smith's Falls	..	..	..	...	....	....	13	....	....	....	....	30	....	....	....	9	...
Toronto—																	
Central School	10	7	38	51	25	53	171	10	37	168	19	437	347	11	43	44	14
Riverdale Branch	..	..	..	...	....	12	32	....	....	....	....	....	12	....	....	....	...
Oakwood "	..	..	..	...	....	6	25	....	....	....	....	43	20	....	....	....	...
Humberside "	..	..	..	...	....	....	19	....	....	....	....	21	....	....	....	....	...
George St "	..	..	..	...	....	....	9	....	....	....	....	....	....	....	....	30	...
Windsor	..	..	..	34	....	....	23	....	....	....	....	136	27	....	....	48	...

LE I

TECHNICAL AND INDUSTRIAL CLASSES

Machine Shop	Forge Shop	Furniture Designing	Home Economics	Home Nursing	Hygiene	Lace Making	Mathematics	Millinery	Office Practice	Painting and Decorating	Pattern-Making	Physics	Physical Culture	Plumbing	Printing	Sewing and Dress-making	Sheet Metal Work	Steam Engine	Surveying	Woodworking (General)	Woodcarving
....	....	....	....	....	....	....	33	....	....	....	....	....	....	....	....	14	..	..	..	..	..
....	....	....	....	....	....	....	39	46	....	....	....	38	45	....	....	70	..	..	..	24	..
....	....	....	....	....	....	....	107	47	....	....	....	....	....	....	....	108	16	..	..	29	..
....	....	....	....	....	....	....	23	7	....	....	....	....	....	....	....	11	..	..	..	..	..
....	....	14	....	....	....	....	183	31	....	....	....	....	....	....	....	192	..	..	..	..	..
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	30	..	..	..	..	..
....	....	....	....	....	....	....	8	....	....	....	....	....	....	....	....	13	..	..	..	..	..
....	....	....	....	....	....	....	34	23	....	....	11	....	....	....	....	91	..	..	..	11	..
36	....	....	....	28	....	....	14	30	....	....	....	....	....	....	....	59	..	..	..	20	..
....	10	....	....	....	....	....	32	12	....	....	15	....	....	....	....	105	..	..	..	39	..
....	....	....	....	....	....	....	23	....	....	....	....	....	....	....	....	45	..	..	..	12	..
....	....	....	....	....	....	....	80	50	....	....	....	....	....	....	....	78	..	..	..	..	..
29	29	....	....	....	....	....	58	80	....	10	....	....	....	12	....	158	10	..	..	22	13
....	....	....	....	....	....	....	158	125	....	....	....	....	....	....	....	150	..	..	..	..	..
....	....	....	....	....	....	....	42	....	....	....	....	....	....	....	....	54	..	..	..	..	..
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	40	..	..	..	..	..
....	....	....	....	....	....	....	33	30	....	....	....	....	....	....	....	67	..	..	..	..	..
....	....	....	....	....	....	....	15	29	....	....	....	....	....	....	....	123	..	..	..	..	..
....	....	....	....	....	....	....	33	15	....	....	....	....	....	....	....	18	..	..	..	11	..
....	....	....	....	....	....	....	....	18	....	....	....	....	....	....	....	63	..	..	..	..	..
....	....	....	....	....	....	....	13	....	....	....	....	....	....	....	....	25	..	..	..	8	..
....	....	16	....	....	....	....	104	35	....	....	....	....	....	....	....	126	..	..	..	..	..
....	....	....	....	....	....	....	9	....	....	....	....	....	16	....	....	24	..	..	..	..	..
....	....	....	43	77	6	20	341	143	....	84	....	....	....	....	44	330	..	21	12	..	3
....	....	....	....	....	....	....	45	....	....	....	....	....	....	....	....	43	..	..	..	..	..
....	....	....	....	....	....	....	27	....	....	....	....	....	....	....	....	40	..	..	..	..	..
....	....	....	....	....	....	....	18	....	....	....	....	....	....	....	....	....	..	..	..	..	..
....	....	....	....	....	....	....	....	....	23	11	....	....	....	....	....	....	..	..	..	25	..
....	....	....	....	....	....	....	48	22	....	....	....	....	....	15	....	80	9	..	..	..	..

TABLE II

ATTENDANCE AND COURSES OF STUDY—TECHNICAL AND INDUSTRIAL DAY SCHOOLS

Schools	General Industrial Classes	Special Industrial Classes	Technical High School Classes	Co-operative Industrial Classes	Classes in Fine and Applied Arts
Brantford Industrial School	19	.....	.....	.....	9
Haileybury, Mining Department of High School	.....	.....	16	9	.....
Hamilton, Technical and Art School	23	13	385	.....	32
London, Industrial and Art School	64	71	.....	.....	10
Sault Ste. Marie, Technical Department of High School	.....	.....	62	19	.....
Toronto, Technical and Art School	213	243	116	6	41

ESQUIMAUX WOMAN

ANNUAL

Archæological Report

1913

BEING PART OF

Appendix to the Report of the Minister of Education, Ontario.

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO.

TORONTO:
Printed and Published by L. K. CAMERON, Printer to the King's Most Excellent Majesty
1913.

Printed by
WILLIAM BRIGGS
29-37 Richmond Street West
TORONTO

PRESENTATION

To the Honourable R. A. Pyne, M.D., LL.D., M.P.P.,
Minister of Education, Toronto.

Sir,—In presenting you with my Third Annual Report, and the Twenty-fifth issued from the Ontario Provincial Museum, permit we to draw your attention to the fact that the additions to the Archæological Department during the year number over twenty-three hundred and sixty. The additions to the Biological, Ethnological and Historical Departments have been very numerous. In fact, the contributions and gifts to the Provincial Museum during the year 1913 exceed in value the entire amount expended for maintenance by your Department. Valuable donations have been received during the year from Clayton McCall, Geo. A. Smith of New Hamburg, L. D. Brown of St. Mary's. Numerous other smaller collections have been contributed and credited at the end of the Report. I would strongly recommend that the appropriation for field-work be very much increased for the ensuing year.

I have the honour to be,

Sir,

Your obedient servant,

Rowland B. Orr,
Director.

Toronto, Dec. 30th, 1913.

CONTENTS.

PAGE

Esquimaux Woman ..... *Frontispiece*

Presentation 3

Prehistoric America 6

Ontario Provincial Museum, St. James Square, Gould Street, Toronto; facing page 7

The Attiwandarons 7

Primitive Civilization of the American Indian. By Very Rev. W. R. Harris, D.D., LL.D. 23

Concerning a Few Well-known Indian Names. By Armon Burwash 34

Ontario Effigy Pipes in Stone. By Col. E. Laidlaw 37

New Material 68

Pottery 68

Gorgets, Pendants, Pierced Tablets 70

Bird Amulet 76

Chisel 77

Ceremonial Stones 78

Flints 80

Scrapers, Stemmed 85

Gouges 87

Pipes 90

New Additions 94

Plaster Casts 97

ONTARIO PROVINCIAL MUSEUM
St. James Square, Gould Street, Toronto.

THE ATTIWANDARONS

OR

NATION OF THE NEUTRALS

Before entering upon a brief history of the Attiwandarons or Neutrals of the Niagara Peninsula it may be of some service to introduce a preliminary notice of the Europeans who first visited this numerous and powerful nation, and to whom we are indebted for any information we now possess bearing upon the habits, customs, manners and regional habitat of this annihilated tribe.

Etienne or Stephen Brulé (Bruslé).

Etienne Brulé was the first white man who ever entered an Attiwandaron wigwam. His parentage and birth are not recorded. We first hear of him, when in 1610, he accompanied Champlain to the Algonquin encampment at the mouth of the Richelieu, then called Rivière des Iroquois. He was one of the eight who recovered from the disastrous scurvy that carried off ten of Champlain's men during the terrible winter of 1608-9.

When the Algonquins had ended their interview with Champlain they returned to their hunting grounds on the Ottawa. With them went the boy Brulé committed by Champlain to the care and protection of Iroquet, chief of the Algonquin band, known to the French as "The Little Tribe of the Algonquins" (La Petite Nation). Brulé was the first of the number of the adventurous, intelligent and hardy youth whom Champlain put in the care of his Indian allies to train them to the life of the woods—to the language, manners, customs and habits of the savages. His object was to familiarize these young men with savage thought and ways so that through them he could bring into alliance with the French all the tribes of the upper regions of New France. Prominent among these youths was Jean Nicolet, the explorer and interpreter.

When, in 1615, Champlain, at the Couchiching council of the Huron and Algonquin braves, resolved to send a deputation to the Andastes or Carantouannias, a Huron offshoot, who dwelt on the upper waters of the Susquehanna River of the present State of Pennsylvania, Brulé accompanied the embassy. It was a perilous undertaking, for the Iroquois of Western New York were the enemy of the French and at war with the Hurons. To escape the Seneca territory through

which lay the direct route to the headwaters of the Susquehanna, the deputies were forced to go many miles out of their way. They crossed Lake Simcoe, portaged to the Humber and sailing down, canoed around Lake Ontario and landing on the east bank of the Niagara River were on the territory of the friendly Attiwandarons. Brulé was the first white man to see and canoe the waters of Lake Ontario. Arriving with five hundred Andaste warriors, too late to assist Champlain and his allies laying siege to the Onondaga capital (Oct., 1615), Brulé returned with the Andastes and wintered with them. He now entered upon an expedition of exploration through central Pennsylvania, the Susquehanna regions and the lands about Chesapeake Bay. Retracing his steps to Carantouan he tarried here for awhile and then entered upon his return journey to Huronia. Passing through Iroquois territory, he was taken prisoner by the Senecas and after an extraordinary series of adventure was liberated and escorted by Seneca guides to the Neutral boundary. Crossing the Niagara River, he passed through the Neutral villages in peace and arrived safely in the Huron country. It was Brulé who some time afterwards met, at Three Rivers, the Franciscan or Recollet priest, Joseph Le Caron, and told him of the splendid climate, the rich lands and the number and influence of the Neutral nation—the Attiwandarons.

The glowing report of Brulé no doubt induced Le Caron, then Superior of the Recollets in New France, to send Father Joseph Daillon on a mission to the Neutrals.

The Récollet, Gabriel Sagard in his "Histoire du Canada et voyages," (Paris, 1636, p. 198), tells us that Brulé, in 1621, was at the Huron town of Toanche. That with a French trader named Grenolle he went on an expedition of exploration to the north and discovered copper outcroppings. He then pushed to the west, and returning with a large ingot of copper, claimed to have visited the Paouitagoungs or Sauteurs of Sault Ste. Marie, now the "Soo." All this may be true, but G. W. Butterfield in his "History of the Discovery of the Northwest," (Cincinnati, 1881, p. 5) claims this honor for the explorer, Nicolet. He writes: "Entering, finally, St. Mary's strait, his (Nicolet's) canoes were urged onward for a number of miles until the falls—Sault de Sainte Marie—were reached: and there stood Nicolet, the first white man to set foot (1634) upon any portion of what was, more than a century and a half after, called 'the territory northwest of the river Ohio.'"

In 1632, Brulé was again with the Hurons of the Georgian Bay. In this year he was tortured, roasted and devoured by the Huron savages for reasons not necessary to be mentioned here. He is referred to for the last time in the "Relation" of 1636, where the Algonquins of Borgne de l'Ile charge the Bear Clan of the Hurons with the murder of Etienne Bruslé and "un pauvre misérable française massacré aux Hurons."

Joseph de La Roche de Daillon.

The Récollet (Franciscan) priest de La Roche de Daillon of an aristocratic family of the Department, now known as the La Sarthe, France, came to Canada in 1625, and in company with the Jesuit priests Jean de Brébeuf and Anne de Noue, arrived in the Huron Country July 25, the same year. On October 18, 1626, he left Toanché or Penetanguishene Bay on his mission to the Attiwandarons. He was accompanied, according to Sagard (III. Hist. p. 800) by one or two

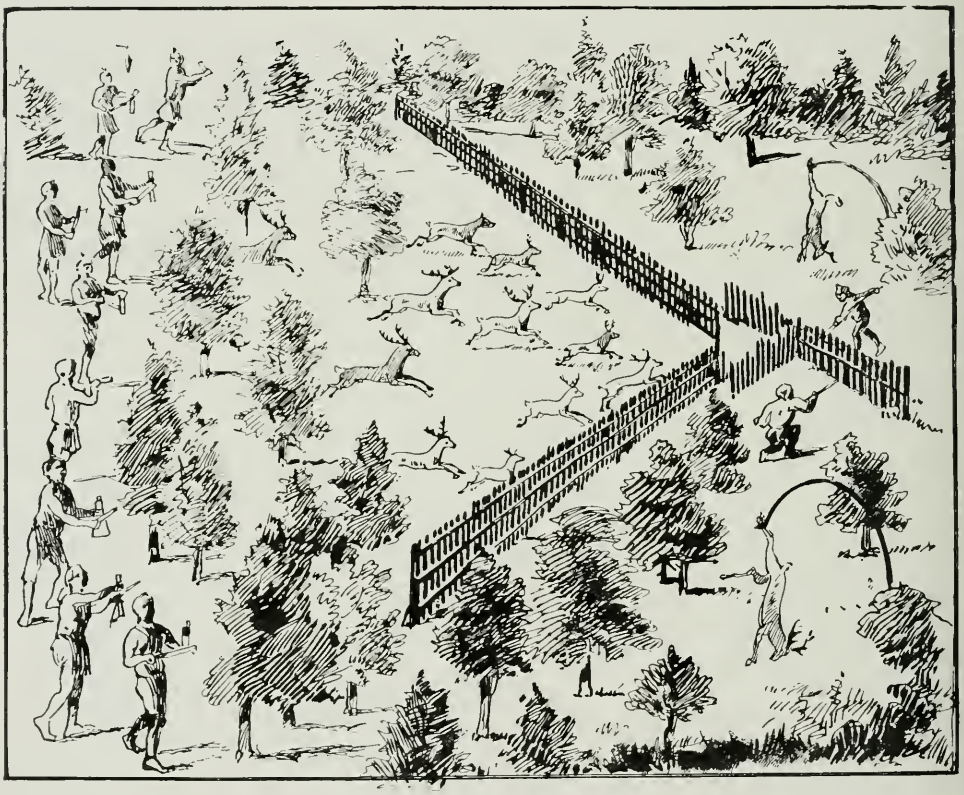
Huron guides and two French traders, La Vallée and Grenolle. This was the Grenolle who afterwards sailed with Brulé on his north-western expedition. From his letter to a relative in Paris, France, (Le Clercq "Le Premier Etablissement de la Foy dans Nouvelle-France" p. 317 et seq.) we learn that leaving the Huron Frontier he entered the lands of the Tobacco nation or Petuns, known to the early English and American settlers as Tionnontates or Dinnindadies. His path now carried him southward through the counties of Grey and Wellington till he struck the Grand River, and following its course entered the hunting lands of the Attiwandarons. Now, let us take a few extracts from his letter: "Passing through the Tobacco nation" he informs us that he "made the acquaintance of and formed a friendship with a Petun Chief, a man of importance, who promised to guide me to the Neutral country. He fulfilled his promise; we slept in the woods only five nights, and on the sixth day, (October 24, 1626,) arrived at the first village where we were well received.* We then visited four other towns in every one of which the people vied with each other in bringing us food—some venison, others squashes, neinthaony, (Indian corn roasted) and the best they had." Daillon then called a council of the head men, and after distributing gifts to them, requested that he might be permitted to remain and "instruct them in the law of God and the means by which they might go to heaven." He rejoiced their hearts with more presents, and in the exuberance of their appreciation of his generosity, they made him a citizen of their nation and placed him under the protection of their valiant chief, Thoshahissen. So far everything was pleasant for the good priest. Soon the skies darkened and clouds portending a storm began to rise above the horizon of his expectations. Some one reported to the Hurons that the priest was about to divert the commerce of the Attiwandarons from themselves to the French at the "Place of Trade." This Place of Trade was at Lake St. Peter's, on the St. Lawrence River, fifty miles below Montreal. It was called Cape Victory, for it was here that Champlain and the braves of the Petite nation defeated the Iroquois warriors. This was where Fort Richelieu was afterwards built. Directly opposite the mouth of the Richelieu, facing the fort, was the "Place of Trade," described by Sagard, alluded to by Father Daillon and possibly by the heroic Brébeuf, 1640.

The Iroquois closed the St. Lawrence to the Hurons, with whom they were at war, forcing them to a circuitous Ottawa route to reach the Place of Trade and exchange their furs and peltries with the French. The Neutrals had, until the visit of the priest, sold their furs and trinkets to the Hurons, who, at great profit, rebartered them to the French. The Neutrals did not know how to get to the Place of Trade, perhaps had never heard of it.

Now if, under the direction and advice of the priest, the trade of the Neutrals was diverted from the Hurons to the French, the Huron nation would be hard hit, The wise men of Huronia met in Council and, two weeks after the meeting, Huron messengers, ambassadors from the kinsmen of the Neutrals, arrived in their villages and it was all over with the mission of the brave and pious missionary. The Huron runners went from village to village denouncing the French, saying "they were sad,

* Mr. J. B. Hewitt, of the Bureau of American Ethnology, says, in his article on the Neutrals, that "this first village was Kandoucho or All Saints." Mr. Hewitt, who is uniformly accurate, has, we are satisfied, mistaken the Kandoucho of Brébeuf and Chaumonot's time, named by them—1640—All Saints. This "first village" is not mentioned by name in Daillon's letter or by Le Clercq or Sagard.

melancholy people, who live only on snakes and poison: that we eat thunder, which they imagine to be an unparalleled chimera, relating a thousand strange stories about it; that we all had tails like animals; that the women had only one nipple in the centre of the breast; that they bare five or six children at a time; adding a thousand other absurdities to make us hated by them, and prevent them trading with us, so that they might have the trade with the French to themselves exclusively, which is very profitable to them." They also asserted that the priest was a great sorcerer, that when among the Hurons he introduced the plague which destroyed hundreds. By his sorcery, they contended, he would poison their streams, drive away the game and destroy their crops. The Neutrals



Aboriginal Deer Hunting, Champlain.

were overcome with fear. A sorcerer was, of living men, the most malignant, most powerful for evil and the most dreaded. Sorcerers were remorselessly slain. If the accusation had been brought home to one of their own he would have perished that night. They dared not slay the priest for they dreaded the vengeance of the French. But from the hour the charge was brought against him he became a victim of abuse, insult, scorn and contumely. His mission was a failure, his hopes dead, his expectations buried.

He returned to the Huron country and there, on July 18, 1627, in the Indian town of Toanche, wrote his valuable letter. In this letter he records his own experience with the tribe, tells of what he saw and heard, expresses hopes for their conversion and declares himself to be "The most humble servant

of our Lord,—Joseph de La Roche d'Aillon." Father Daillon left the Huron country in the autumn of 1628, and never returned. He sailed for France, September 9, 1629. In the "Liste Chronologique" of the Abbé Noiseaux, the date of his death is recorded, July, 16, 1656.

Brébeuf and Chaumonot.

On November 2, "Feast of All Souls," 1640, two missionaries of the "Society of Jesus" (Jesuits) John de Brébeuf and Joseph Chaumonot, left Huronia to preach the gospel of salvation to the great nation of the Attiwandarons. The history of the life and martyrdom of the heroic priest, John de Brébeuf, is so familiar to every student of Canadian aboriginal and missionary life as to make it almost idle for us to dwell upon it here. If, according to Parkman, La Salle was "one of the grandest men that ever trod the American continent" we may claim, without a suspicion of exaggeration, that John de Brébeuf is one of the most saintly and heroic figures in Canadian History. An admirable sketch of his life and a thrilling and brilliant description of his martyrdom are to be found in Dean Harris' "Pioneers of the Cross in Canada." Of Joseph Chaumonot, Brébeuf's priestly companion on the Neutral mission, very little is known even to the critical reader. We propose to enter upon a few details of his life and complete the brief biographies of the only white men who lived with the Attiwandarons and furnished us with all, and with the only historical and accurate information bearing on the habits and customs of this ruthlessly slaughtered tribe of Indians.

Joseph Marie Chaumonot was born in France, March 9, 1611. He made his studies in Philosophy and Theology in the universities of Rome and Florence, Italy, and after his ordination to the priesthood in 1639, sailed in a few months for Canada, landing at Quebec, August 1, 1639. Early in the autumn of the same year he entered the Huron country and under the direction of the missionary fathers, Ragueneau and Daniel, he began the study of the Huron language. His mission compelled him to visit every morning the huts of the savages. This he found the most trying ordeal of his vocation, for his stomach revolted against the filth and foul odors of the cabins. "So great was my repugnance to these visits," he writes in his "Autobiographie," "that every time I prepared to visit one of these huts I felt I was about to undergo the ordeal of torture." Though not dowered with great ability he possessed extraordinary gifts of memory and in an incredibly brief time mastered the Huron tongue, "the most difficult of all the savage languages," writes Sagard. It was because of his intimate familiarity with the Huron language that he was selected to be the companion of Father Brébeuf on the mission to the Attiwandarons whose speech was that of the Hurons though differing in dialect. Joseph Chaumonot was a man whose nature was "childlike even to credulity, timid even unto fear; an intellect incapable of high development, a character in which there was nothing striking, yet a man who, under the divine influence of grace and by the austere practice of the highest virtues, became one of the most beautiful figures in the early missionary life of Canada." (Rochemonteix, vol. III, p. 399.) In the first week of November, 1640, the two missionaries, Brébeuf and Chaumonot, bade farewell to their priestly companions at Sainte Marie of the Hurons and after a trying experience extending over a period of five days arrived at the frontier Neutral village of Kandoucho which they named "All Saints." Almost at once the devoted men

JOHN DE BRÈBEUF, S.J.
Missionary to the Attiwandarons.

encountered a storm of opposition. The details covering their experiences and observations are recorded in the Relation of 1641, where we read that the Neutral nation occupied "about forty towns inhabited by twelve thousand souls.*

Hardly had the missionaries crossed into Attiwandaron territory when they encountered a serious opposition and an open hostility unforeseen and unexpected. Huron messengers, carrying to the Neutral chiefs valuable gifts and some French axes, had entered the territory before the missionaries, and warned the warriors to be on their guard against the "black-gowns" if they wished to save their lives. "It is hard to credit," writes Lalemant, "the tremendous effect produced upon these poor savages by the stories of the Hurons. The report circulated among them of our great power for evil wrought upon their naturally defiant and courageous spirits a fearful and withering effect. The very appearance of the Fathers, their movements and dress—so different from their own— their manner of walking, their gestures, and, in fact, their every action, seemed to be a confirmation of the ominous tidings borne to their ears. The breviaries, ink-horns and materials for writing were regarded as instruments of magic, and their very posture, when on their knees praying to God, was associated with the practice of sorcery. When they went to the stream to wash their plates, they were said to be poisoning the waters. It was reported of them that when ever they visited a lodge, the children began to bleed and were seized with a fit of coughing, and the women struck with barrenness. In fact, there was no misfortune so great for the present and the future of which they were not considered to be the cause. At some of the cabins where the Fathers lodged the inmates slept neither night nor day, refused their presents as things malign, and skulked in the farthest ends of the tents. The good wives already looked upon themselves as lost, and mourned for their little ones, who would not live to people the earth."

The Neutrals believed the Huron runners, and after five months of heroic endeavour the men of God returned to Huronia bearing with them the fruit of self-sacrifice, patience and unconquarable courage and the disappointed hopes they had reaped from a harvest of barren regrets.

The Attiwandarons.

The eminent and observant Jesuit, Francis Joseph Bressani, in his history "Breve Relatione," written in 1653, after describing the boundaries of the hunting grounds of the Hurons, writes: "To the south, on the shores of this great lake (Huron), dwelt the people whom we call the 'Nation of the Petuns,' so named from the great quantity of tobacco which they raise and to which they give the name of petun. To the south, but leaning towards the east, dwelt the Neutral Nations. Their nearest villages to us, who live at Ossossane of the Hurons, are distant about one hundred miles. Their territory is about one hundred and fifty miles in length." (Martin edition, p. 11.) These hundred and fifty miles would include all the land extending from thirty miles east of the Niagara River to the St. Clair flats. It was a rich and productive region covered with a magnificent forest growth and filled with forest life. How long

* Daillon wrote that when he visited them there were twenty-eight towns, villages and bourgs. The disparity disappears when we understand that clusters of huts were sometimes called villages, and that as Sagard tells us in "Le Grand Voyage du Pays des Hurons," "Il y a des certaines contrèes où ils changent leur villes et villages, de dix, quinze ou trente ans.—There are some countries where they change the sites of their towns and villages every ten, fifteen or thirty years."

the Neutrals possessed this splendid heritage no one knows. Horatio Hale in his "Book of Iroquois Rites" is of the opinion that "centuries before the discovery of Canada, the ancestors of the Huron-Iroquois family (including the Neutrals) dwelt near the mouth of the St. Lawrence." This assumption of the author may be correct, and accepting it to be so in lieu of a better, a natural increase of the family followed and dissensions occurred. As the hives swarmed, band after band moved westward, following the southern shore of Lake Ontario, the main body of the migrants calling themselves "Wendots," known early in

Petun woman ridging tobacco plants.

the seventeenth century to the French as Hurons, camped on the Niagara Peninsula. Remaining here for a period they eventually rounded the western waters of Lake Ontario and in course of time took possession of the Georgian Bay forests. After many years they were joined by their kinsmen the Tionnontates or Petuns who followed the course of the Ottawa.

All this, however, is only tradition, and in it there is nothing to account for the migrations and settlement on the north shore of Lake Erie of the Attiwandarons of the Huron-Iroquois trunk. Dean Harris thinks that the Neutrals were among the first to leave the main body. In his lecture on the

"Flint Workers" he says: "Regarding their migration there is not even a tradition, but their settlement beyond the most westerly of the Iroquois clans and the fact that they held aloof from the Huron-Iroquois feuds point to an earlier and wholly independent flitting. It is also admitted that their language differed but slightly from that of the Hurons which was undoubtedly the parent tongue, so the inference is that their separation from the Wyandot side of the mountain down by the sea must have occurred long before the great disruption drove the older clans to seek a home on the shores of the Georgian Bay."

The first authentic reference to this sedentary tribe is made by Champlain in his "Journal" (ed., 1619). He tells us that at the time of his visit to the Hurons the Neutrals were in friendly alliance with the Ottawas and the Andastes, but were then at war with the Nation of Fire whose tribal lands stretched eastward as far as the Detroit Narrows. Champlain did not enter the territory of the Neutrals, hence his estimate of their numbers and fighting strength was simply hearsay.

The Franciscan priest, de la Roche Daillon, who tramped the Neutral territory (1626) tells us that in his time the Neutrals numbered 12,000 souls, and were able to throw 4,000 warriors against the enemy. In his letter he speaks of the climate with appreciation, notes the incredible number of deer, moose, panthers, bears, wild-cats and squirrels in the woods. "The rivers furnish excellent fish, and the earth yields abundant crops. They have squashes, tobacco, corn, beans and other vegetables. Their real business is hunting and war. Their life, like that of the Hurons, is very impure and their manners and customs just the same." He adds that there were twenty-eight villages in the country.

As the Attiwandarons sprung from the Huron-Iroquois trunk their government, criminal code, marriage ceremonies and superstitions were the same as those of the Hurons. Their dances and feasts, treatment of prisoners taken in battle, the cultivation of the soil, the division of labor between men and women, their passion for gambling and manner of trapping and hunting were all similar to those of the Iroquois and Hurons with which we are familiar.

Daillon and Brébeuf drew particular attention to their funeral customs and treatment of their dead. The dead body was tenderly kept in the lodge till the odor of decaying flesh became insupportable. The corpse was then carried to an elevated scaffold and after the flesh had been devoured by carrion birds or rotted away, the bones were collected together, cleaned and polished and suspended from the covering of the lodge till the communal "Feast of the Dead" or tribal burial. "Their reasons," writes Father Chaumonot, "for preserving the bones in their cabins is to continually keep before them the memory of their dead; at least so they state."

The Neutrals carried to an insane excess the belief that madness and insanity were produced by some mysterious agency, superhuman power or a foreign spirit entering the brain of the insane man. They dreaded the evil influence of the possessed person and thought that any interference with the freedom or license of a fool would be visited by the wrath of the evil spirit or Oki in the madman. Pretended maniacs haunted every village. They abandoned themselves to idiotic folly so that by the people they would be thought to have received a mystic power from an Oki. "On one occasion," writes Chaumonot, "three pretended maniacs, as naked as one's hand, entered the lodge where we were, and after performing many foolish antics, disappeared. On another occasion some of them

Hurons making dugout canoe, from De Bry, showing the use of fire and stone implements.

entirely naked, not even wearing a breech-clout, rushed in and began to examine our bags."*

It is of interest to inquire how the Neutrals were able to remain aloof from the interminable feuds which from remote times were waged on either side of them by the Hurons and the Iroquois. There is no other example in aboriginal history of a tribe occupying middle or neutral land that was not sooner or later compelled to side with one or the other of the tribes lying on its opposite frontiers, if these tribes were engaged in never-ending strife. The secret of their neutrality and immunity from attack will probably be found in the fact that the Neutrals controlled the flint beds and quarries of the Lake Erie shore, near Point Abino, where the chert-bearing rock is most abundant. Without flint arrow-tips and flint lance-points, the Iroquois could not cope with the Hurons, nor the Hurons with the Iroquois. The Iroquois were too shrewd and the Huron too prudent to make an enemy of a people who manufactured the weapons of war and controlled the supply. To all who are interested in the life of primitive man in our Province, the superiority of the workmanship manifested in the flint objects found in the bone-pits and old kitchen-middens of the Niagara Peninsula and in the lands around Chatham and Amherstburg must satisfy them that the Neutral excelled the men of other tribes in splitting, polishing and fitting flakes of the chert-carrying rocks.

Independent of its concrete value as ethnological evidence in the study of the North American Indian's upward movement toward civilization the Neutral flint is partial proof that what is cultivated or manufactured with superior skill by one tribe is eagerly sought after by others. We have instances of this in the Tobacco Nation and the Neutrals. Primitive methods of manipulating raw material and of manufacturing and handling tools and instruments must ever prove attractive to the student of ethnology, for in these methods we observe the dawn of ideas actualised in the daily lives of savages.

Father Chaumonot, in the Relation of 1641, tells us that the Attiwandarons were physically the finest body of men he had anywhere seen, but that in cruelty to their prisoners and in general lewdness they surpassed those of any tribe known or visited by him. We are of the opinion, formed from hints thrown out by early writers, that there was a communal understanding among the Indians living east of the Rocky Mountains, that of the prisoners captured in war and tortured to death, women were spared the agony of death by burning. At times this merciful exception was violated by the Iroquois and the Illinois, but the Neutrals were the only tribe that habitually broke the pact, for they subjected many of their female prisoners to the atrocious torture of fire.

Long immunity from incursions by the Hurons and the Iroquois, the fertility of the soil, the wealth of stream and forest life, the superabundance of vegetable and animal food tempted the Neutrals to devote their leisure to the enjoyment of every savage luxury and to the indulgence of every animal appetite. They boasted in their village councils that the Hurons and the Iroquois feared them and dared not to meet them in battle. The truth was they quailed before the face of the Five Nations and stood in awe of the Hurons who refused them right of way to the Ottawa. But as a bloody pastime they waged cowardly and ferocious war against the weak western Algonquin clans. In Ragueneau's Rela-

*Discurrunt velut a Daemone possessi, et irrumpunt in mapalia, (Res Gestae. MSS., p. 39).

tion of 1644, we read that in the summer of 1643, the Neutrals threw 2,000 of their fighting men into the lands of the Mascoutins or Nation of Fire. That they invested one of the forty-five towns of the enemy, and, after a ten days' siege, stormed and captured it, slaughtering men, women and children. They burned seventy of the Mascoutins at the stake, tore out the eyes and girdled the mouths of the men and women past sixty years of age, and scorning their appeal to be put to death, abandoned them to the horrors of a death by starvation and exhaustion. They raided the country and dragged back with them to their own forests eight hundred prisoners, men, women and children, many of whom were distributed among the Neutral villages, in which they were condemned to atrocious mutilations and frightful tortures prolonged from sunset to sunrise.

There is a mysterious law of retribution, which in the accuracy of its application is reduced to a mathematical certainty. When the Mohawks and the Senecas, the War-hawks of the wilderness, had driven to flight or destroyed their enemies, the Hurons, they turned wistful eyes on the land of the Attiwandarons. The Attiwandarons, who had filled to overflowing the measure of their atrocities, had, by their ruthless barbarity and savage cruelties, invoked their doom.

The Iroquois now looked around for a pretext to open war on the Neutrals. Father Lafitau states in his "Moeurs des Sauvages" that when the Iroquois had conquered their enemies and feared to lose through idleness their warlike endurance and skill in battle, they sought an excuse to attack the Neutrals. Shononkeritoin, war-councillor to the Onondagas, now proposed to an Attiwandaron warrior, chief of the clan of the Eagles, that the young braves of the two tribes would meet in occasional combats in order to stimulate, from time to time, their warrior courage. The Neutral chief after repeated refusals at last consented, though reluctantly. In a skirmish which followed, an Iroquois warrior was taken prisoner and burned at the stake by the Neutrals. As there had been no actual war declared between the tribes, this mutilation and burning provoked the indignation of the Five Nations. The Onondagas, to avenge his death, entered upon the lands of the Neutrals, and the Mohawks and Senecas marched to the assistance of their countrymen.

An additional reason for the war is given in the "Relation, 1651" where it is stated that the friendly reception and hospitality extended to a fugitive band of Hurons, after the ruin and dispersion of that unhappy nation, excited the wrath of the Iroquois, who for some time were impatiently awaiting a pretext to attack the Neutrals. Then there was a tradition among the remnant of the Neutrals who had escaped from their enemies and fled to the regions southeast of Sault Sainte Marie, that the refusal of the Attiwandarons to surrender a Huron girl, a captive of the Senecas, who had escaped and fled to the Neutrals for protection, brought on the war. But this tradition is contradicted by the "Relation, 1659-60" where it is stated that the few Hurons dwelling with the Neutrals and those who fled to the Neutral lands for shelter after the ruin of their country were delivered to the Iroquois as a peace-offering. Be the cause of disruption what it may, it is known that in 1650, the war between the Neutrals and the Iroquois began and was prosecuted with a ruthlessness and savagery for which the contending parties were notorious. In the midsummer of this year the Senecas and Onondagas attacked a frontier town of the Neutrals within whose palisaded walls were 1,600 warriors. After a siege of a few days, the Senecas carried the fortified town and made it a slaughter-house. The following year they stormed another town, and after butchering the old men and children at

the breast, carried off a number of prisoners and among them many young girls reserved as wives for Onondaga and Seneca warriors.

In retaliation, the Neutral fighters captured a frontier town of the Senecas, killed and scalped two hundred men and wreaked their vengeance on fifty prisoners whom they tortured and burned to death. When the Senecas told their countrymen the story of the atrocious torture of their warriors the whole Iroquois confederacy—the Five Nations—supported their cause. They sent 1,500 of their best fighters across the Niagara River, who, in rapid succession, stormed village after village, tomahawked and scalped the inhabitants and returned to their own country dragging with them troops of prisoners reserved for adoption or the flames.

This campaign of the Iroquois warriors led to the ruin and dispersion of the Neutrals. The inland and remote towns were struck with panic. They abandoned their homes and their hunting grounds, fled to the west and northwest, preferring the horrors of retreat, hunger and exile to the rage and cruelty of their ruthless conquerors. The unhappy fugitives were devoured with famine and in scattered bands wandered through the forests, through swamp-lands and streams in search of anything that would stay the devouring pangs of hunger. In time the tribal remnants found homes among the northern Algonquins. In April, 1652, it was reported at Quebec that those of the Neutrals who fled to the headwaters of the Susquehanna had joined with the Andastes in an attack on the Senecas. In July, 1653, word was brought to the same city that some Algonquins, with several hundred Neutrals and a remnant of the Petun Nation, had assembled in council near the Straits of Mackinaw. They are mentioned as an independent nation in the "Journal of the Jesuits," July, 1653. Henceforth, they lose their tribal indentity and affiliating with the Tionnontates become known as Wyandots. Nicolas Perrot in his "Memoire" (chap. xiv. ed., 1864) refers to them as "Huron neutres" and as "Hurons de la nation neutre."

Father Fremin in a letter embodied in the Jesuit Relations, 1670, says that in September, 1669, he visited the Oneida village of Gandoga peopled with the remnants of three nations destroyed by the Iroquois. Among them were the descendants of the slaughtered Neutrals who were adopted by the Iroquois and incorporated into the Oneidas to fill the places of those of the tribe lost in war. This is the last time the Neutrals are mentioned in the annals of "Nouvelle France," now the Dominion of Canada.

NOTE:—We have in this article on the Attiwandarons, quoted so freely from the Jesuit Relations that an explanatory note may be found serviceable. The historical value of these Relations has of course been long understood by students of aboriginal and missionary life in Canada, but to the general reader, even to the educated general reader, the Relations were somewhat of a myth owing to

*These Neutrals were probably the Detroit band referred to by Perrot and induced by the Iroquois to abandon their Huron and Algonquin affiliations, and settle in the villages of the Five Nations. Here is what Perrot writes: "L'Irroquois continua aussy la paix avec un autre village establi au Détroit que l'on nomme Huron de la nation neutre, par ce qu'ils n'épousèrent par les interests de leurs, alliez et qu'ils s'estaient tenus dans la neutralité. Les Irroquois les obligerent cependent de quitter le Détroit et de venir s'establis avec eux":—"The Iroquois also kept the peace with the people of another village established at Detroit, who were called Huron—Neutrals because formerly they did not identify themselves with the interests of other tribes, but observed between them a habitual neutrality. The Iroquois, however, compelled them to leave Detroit and to settle among themselves."—Memoir par Nicolas Perrot, Tailhan edition, page 80.

their rarity even in large libraries. At a very early period their value was recognized by Charlevoix, who, in 1743, wrote: "There is no other source to which we can resort to learn the progress of religion among the Indians. . . . . Of the Apostolic labours of the Missionaries they give very edifying accounts."

In 1858, the Relations were published by the Canadian Government and made available to a limited extent. Parkman, the Harvard historian, was the first writer to make their merits fully known on this continent. In his preface to his "Jesuits in North America" (1879) he wrote as follows: "The sources of information concerning the early Jesuits of New France are very copious. During a period of forty years the Superior of the Mission, sent every summer, long and detailed reports embodying or accompanied by the reports of his subordinates, to the Provincial of the Order where they were annually published in duodecimo volumes forming the remarkable series known as the Jesuit Relations. . . . . I should add that the closest examination has left me no doubt that these Missionaries wrote in perfectly good faith, and that the Relations hold a high place as authentic and trustworthy historical documents."

The "Relations de la Nouvelle-France" open with the report of Père Biard in 1616; then comes, in the long series, that of Father Charles Lalemant, written in 1626. The duodecimo volumes referred to by Parkman were published in Paris and covered the years from 1632-1672. These comprised 41 volumes, 39 of which carried the title: "Relations" and two, that of "Letters" (1654-55 and 1658-59).

The entire series, edited by Ruben G. Thwaites, assisted by a corps of expert translators, may now be obtained—translated into English—from any of our large public libraries.

SCULPTURED MONOLITH.
(Quirigua Guatemala.)

PRIMITIVE CIVILIZATION OF THE AMERICAN INDIAN

By VERY REV. W. R. HARRIS, D.D., LL.D.

Dr. Edgar L. Hewett, Director of the Archæological Institute of America, and Mr. S. G. Morely, an authority on Hieroglyphics, accompanied by two crayon artists, passed the summer of 1912 exploring and uncovering the forest-shrouded city of Quirigua, Guatemala, Central America. The existence of the weird ruin was first made known to the English-speaking world by John L. Stephens, whose companion, Catherwood, visited it in the winter of 1840-41. A description and drawings of some of the monuments may be found in the second volume of Stephens' "Central America, Chiapas and Yucatan," New York, 1841.

The New York correspondent of the "London Standard" thinks the origin of the American Indian will be solved by Dr. Hewett. The Doctor himself is almost convinced that the excavations now under way at Quirigua, and the decipherment of the secret writings on the monuments and tablets of this pre-Columbian city, will unfold the parchment which hides the origin of the mysterious Indian race. After returning in the spring of 1910 from his first visit to Quirigua, the Doctor is reported to have said: "I found the long-dreamed-of key to the origin of the American race. Here before me were monuments so clear in their symbols: building lines so definite in their form; and supplementary details of such positive character, that I realized the task was merely clearing the site and returning with replicas of the glyphs or writings, to make once and for all time, positively and irrefutably clear, the strange history of these people. . . . The reading of this mass of decipherable data means the answer to one of the world's great scientific questions."

If the eminent Archæologist thinks he can decipher the secret writings on the monuments of Copan, Palenque, or Quirigua, or that "the reading of the mass of decipherable data" will solve the problem of the origin of the American Indian, we fear he is destined to share the disappointment of many presumptious antiquarians who nursed the same delusion long before Dr. Hewett visited Central America. If the key to the Maya or Quiche secret characters be ever found, and the glyptic writings translated, we are not so sure that they will reflect any light on the origin of the American Indian.

When Champollion found the key to the Egyptian hieroglyphics, great hopes were cherished that the problem of the origin of the Egyptians would be solved. But neither the characters on the vocal Memnon, nor those on the gigantic pillars at Thebes, nor the secret writings on the fallen obelisk at Karnac, gave any clue

COLOSSAL STATUE.
(Palenque, Chiapas.)

to the history of pre-historic Egypt. The Abbé Brasseur de Bourbourg, who spent many years in Mexico and Yucatan, translated into French, the "POPUL-VUH," the sacred book of the Quiches of Tabasco, and left us a grammar and a copious vocabulary of the Quichè language, failed in his efforts to trace, to his cradle-land, the American Indian. In his able Essay: "Sources de l'histoire primitive du Mexique," he supports the theory of a lost continent. Diego de Landa, who was Bishop of Merida, Yucatan, 1573, wrote the "Relacion de las Cosas de Yucatan," enclosing in it a complete nomenclature of the characters of the Maya calendar, and the signs of the secret writings on some of the Maya monuments, could give us only the myths and the traditions of the aged men of the peninsula, but could furnish nothing definite as to the origin of the Indians of Central America or Chiapas.

Brasseur de Bourbourg, 1851, went carefully over the pages of the Dresden, the Mexican, and all the Codexes given by Lord Kingsborough in his elaborate and costly publication, comparing them with ancient documents he had found in Mexico, yet he discovered nothing bearing upon the origin of the Indian. But, waiving all speculation and theory, we are satisfied that Yucatan, Tabasco, and Central America are destined to return the best results to the investigations of the Archæologist and of the student of ancient American history. Admitting that Mexico and parts of South America had at one time a civilization equal to that of Central America, still, Yucatan, Guatemala, and Honduras have preserved the most complete memorials of the remote past, and their monuments of the past are more accessible to examination.

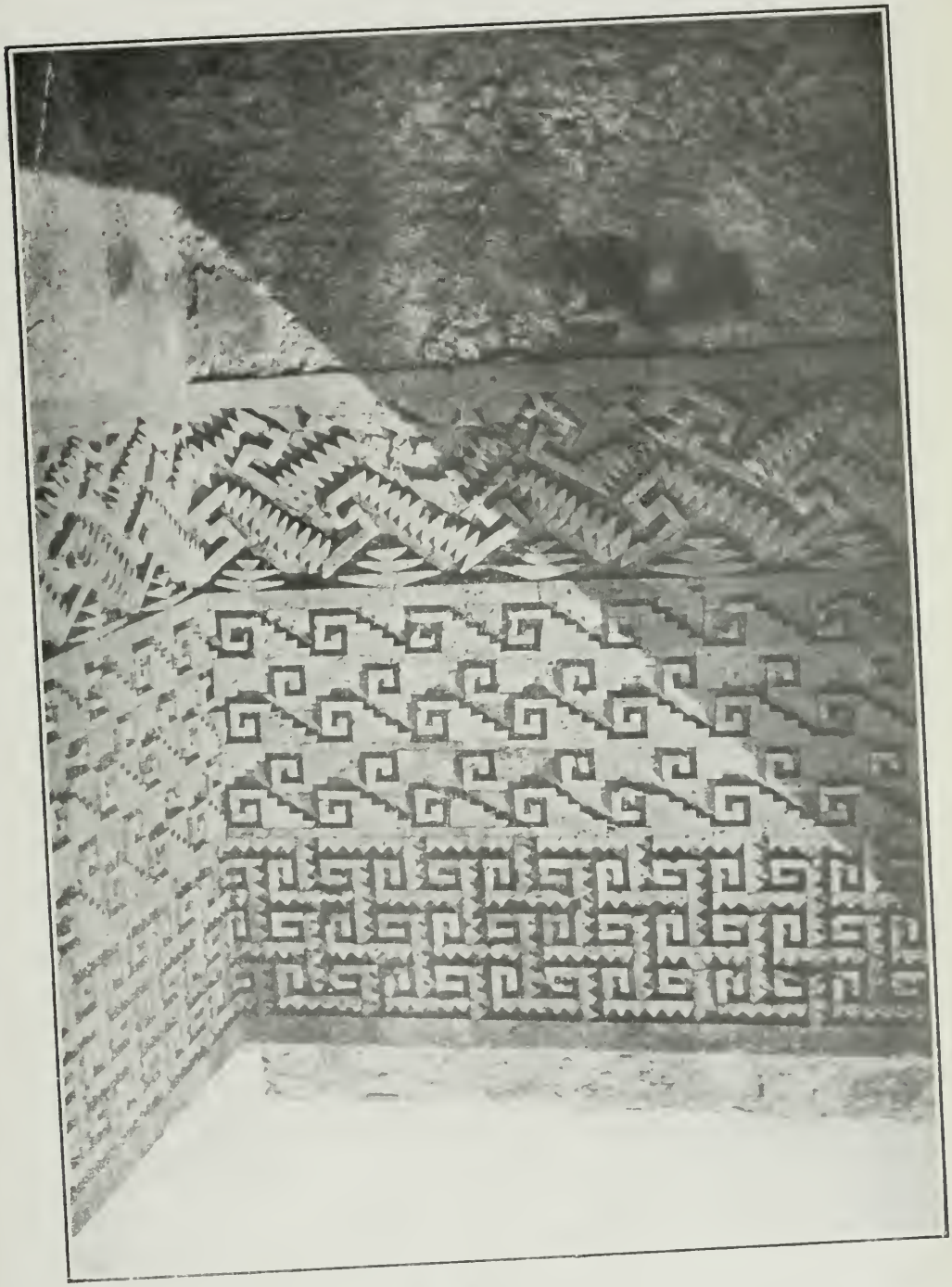
Before entering upon the study of the ancient civilization of Central America, let us hurriedly review the theories put forward on behalf of the existence of original man on our continent. Some writers regard the Indians as autochtons, a separate race created in America and for America; others ascribe their origin to a remnant of a pre-Noachic race of men, who escaped the diluvian cataclysm, and are now the oldest people of the human race. Plausible arguments and ingenious sophistries have been made and advanced on behalf of a Chinese, Welsh and Japanese immigration. Again we are confronted with innumerable volumes tracing the origin of the Indian to Jews, Canaanites, Phœnicians, Greeks, Carthaginians and Scythians. Others are of the opinion that America received its first inhabitants from the islands which lie between the extremities of Asia and America, that is to say, from Yezo, Gama's Land, and other lands, including a cluster of isles, possibly the Aleutian Islands. Then there is the Behring Strait, across which in very remote times, an Asiatic tribe is supposed to have sailed and populated America, and the "Lamanite Myth" of the "Book of Mormon" recording the sailing of Nephi the prophet with his sons and daughters from the shores of the Persian Gulf to the Coast of South America—600 years before the Christian Era. All these suppositions are now relegated to oblivion, and their ghosts will not presumably walk again. Scott Eliott, in his book: "The Story of Atlantis," returns to the theory of a lost continent, and like Ignatius Donnelly in his "Lost Atlantis," supports his theory with very plausible, if not convincing, arguments. There has been much dispute among learned men over the contention. According to one group of writers, the tradition of a submerged continent is pure fiction, founded upon a fragmentary passage in the writings of Plutarch. Another group hold the tradition to be historically true, but say that the existence of the continent is incapable of absolute proof. The great German, Schlieman, is not afraid to

imperil his reputation by contending for the actuality of the lost land. He writes: "I have arrived at the conclusion that Atlantis was not only between America, the west coast of Africa and of Europe, but that it was the cradle of civilization." Let us now glance at the civilization of prehistoric America, which induced Schlieman to express himself so unreservedly.

Prehistoric Civilization of America.

In the ruins of the pre-Columbian cities of Yucatan and Central America, we see the most elaborate forms of sculpture adorning the altars, idols and buildings,—the remains of a people skilled in architecture, sculpture and drawing, and beyond doubt, excelling in arts that have perished. These sculptured Monoliths, altars and statues are not rude and archaic. In many of the halls yet standing, are arabesques fashioned in Mosaics and in grecques, and delicate tracery, not unworthy of a place in modern decorative art. The pillars and stone tablets, which carry hieroglyphics, are remarkably well executed. These hieroglyphics, or secret writings, were executed in characters known only to the priests and learned men of the race. We have not as yet been able to decipher them, so that the characters on the monuments of Copan, Palenque and Mayapan furnish us no data or information. The Maya system of symbolic writing appears to be a species of mnemonics. The hierographs on the Palenque tablets, now in the National Museum, Mexico City, are in perpendicular rows, and for aught we know the characters may be alphabetic and a written language. On these tablets we perceive a highly artificial system of writing, and to interpret it, the Aztec or Mexican picture-writing affords us no help.

The architecture and system of writing of these prehistoric people are different from those of any other known race, ancient or modern. They are of a new order, and are entirely and absolutely anomalous. They stand alone. The cultivation and refinement, such as it was, was not derived from the old world. Without models or masters from abroad, their architecture originated among themselves. They were a distinct people, having an existence independent of Asia, Europe, or Africa, apparently indigenous like the animals, plants and fruits of the soil. No analogies of art connect the ancient civilization of America with that of any known people. In their art they copied Nature, and at Uxmal, in Yucatan, and Copan, in Honduras, we gaze upon buildings not unworthy to stand side by side with the best examples of ancient Egypt and Assyria. These primitive Americans were skilled in medicine and surgery. The "Notes sur la medecine et la Botanique des Anciens Mexicains," published in book form lately by the Vatican Polyglot Press, contains many items of information that must surprise those who think that only in recent times have we made valuable discoveries in therapeutics, and that all serious investigation in medicine, or whatever has been done in surgery, has been accomplished by European methods and by the men of Europe. Among the Mayas of Yucatan and the people who antedated the Toltecs in Mexico, doctors were constituted a distinct and separate body of men. They formed a class by themselves, and the sons inherited the profession of the fathers. They made use of a multitude of drugs, and were familiar with diuretics, emetics, dietetics, febrifuges, emollients and vermifuges. They had many medicaments for all forms of indisposition. They administered their medicine in many different ways: as decoctions, infusions, oils, ointments and plasters. Certain gums and resins they applied as electuaries. They recommended vapor-baths, and varied the treat-



INNER WALL OF TEMPLE.
(Mitla.)

ment to suit the disease or the individual patient. The historian d'Anghiera states that in his own time, 1524, when European physicians in Mexico failed to cure their Spanish patients, the native doctors were sometimes sent for, and often effected a cure. Even as late as the days of the Conquest, when Maya and Aztec civilization had greatly declined, Cortes and his men were successfully treated by native doctors for illness and wounds. Cortes was so convinced of their skill, that he wrote to the Spanish Court asking that no physician of Spain be allowed to come to the colony. These native physicians anticipated modern advances for they made use of the seeds of certain plants for anæsthesia and a distilled spirit for lessening the painfulness of operation. Last August, Professor Marshall Seville of Columbia University, New York City, returned from two months' excavations in Esmeraldas, Ecuador. He brought back with him skulls of South American men, who lived five hundred years before the discovery of America. The teeth in the jaws were filled with an alloy, and crowned with metallic caps. In all cases, he assures us, the workmanship is almost the equal of the modern dentist's art.

Sahagun, who studied their system of medicine very carefully, hints even of antiseptics. It was not alone in the use of drugs, however, that these doctors were skilled. When the Spaniards landed at Vera Cruz, in 1519, Native Botany was in advance of that of the old world. Several centuries later, the genius of Linnaeus enabled him to substitute for long descriptions of plants, a concise designation,—a generic name and a specific classification. But many centuries before the time of the great botanist, these ancient scientists had something resembling it, and possessed a botanical nomenclature of their own. Their classification was superior to that of Europe, before the birth of Linnaeus.

They had traced the influence of temperature and elevation upon plants and shrubs, and to some extent had systematized their knowledge. Though their botanical knowledge, compared with our own, was imperfect, we, nevertheless, have abundant evidence that they had advanced far on the road to mastering the science of botany.

The Department of American Antiquities in the National Museum, Mexico City, is the most notable in the world, and is a veritable treasure-house of pre-Columbian relics and prehistoric "finds." In one room of the department are exhibited examples of famous Aztec picture-writings and Aztec maps and drawings of Tenochtillan, now the City of Mexico. Here also are arms, jewels, glazed pottery and cloth made from the fibres of Heneguen, agave and the Maguey plant. Beautiful specimens of feather cloth woven from extremely delicate tissues of cotton, combined with feather and rabbit's fur, polished crystals, obsidian or volcanic glass manufactured into delicate objects of ornamental or economic value; figures of gold and silver, exquisitely wrought, and filagree ornaments of beautiful design, fill many cases in the Museum.

Anthropologists, such as d'Orbigny, de Bourbourg, and Heinrich Schlieman, are of the opinion that the region now known as Yucatan, Chiapas and Tabasco, was the cradle-land of primitive American civilization. From this land went out, in the very remote past, colonies into South and Central America, carrying with them the arts of civilized men. From here also, detached bodies went into Mexico and the North lands, where they built Mitla and other cities, the wonderful ruins of which excite our astonishment and admiration. In these lands we find the tidal remains of an ancient race, which welled up from its primal springs in Yucatan and thence overflowed, multiplied and rolled on over the entire continent.

TEMPLE FIGURE.
(Copan, Honduras.)

As the overflowing population rolled far away from its origin and its source, it lost the best part of its civilization. It lost its social strength, its historic memories, arts, tradition, crafts, and, in some instances, almost the very means and methods of subsistence.

In time, the womb of primitive civilization itself became gangrened, and when Cortes entered Mexico and Grijalva landed in Yucatan, they found the Aztec and Maya civilization decaying, disintegrating and decomposing. Some of the sculptured statues are of heroic dimensions. The curiously designed figures, the unfamiliar carvings on the altars and the panel work on the inner walls of Copan are not surpassed by the temple specimens of Egypt and Assyria on exhibition in Paris and London.

Mournfully beautiful are the ruins of the prehistoric City of Copan, surrounded by a forest painful in the intensity and duration of its silence. It is a phantom in the wilderness, and when we demand of it to tell us how many centuries have passed away since the quarry was opened for these stones; how long since the builders began the city; how long was the city inhabited, and when was the city deserted, there comes no answer to our questionings. If, as it is now conceded by students of Central American history, the Quiches preceded the Mayas, and another race, antedating the Mayas, built the cities whose ruins now exist all over Central America, Yucatan and Mexico, what assurance have we that many civilized communities did not successively appear, run their course and perish in the veiled ages of prehistoric times. And by prehistoric times, I mean the ages between the creation of man and the beginning of authentic history. Under the limitations of our information and knowledge we are free to assume that the Quiches, Mayas, Yucatecas and the Indians now in Central America and Yucatan were and are the descendants of the civilized people who built the cities now abandoned. In order to account for the magnitude and splendor of the temples and public buildings of these cities a centralized form of government must have existed. These immense buildings could have been erected only by the expenditure of great labor—probably slave labor—and under a highly organized system of superintendence. Possibly the government was an imperial autocracy or it may have been like that of Greece, which was in religion and language one nation though politically a confederacy of sovereign states.

Who may deny that the savage or barbarian tribes who roamed the plains or peopled the forests of North America in the memory of men yet living, were not scattered fragments from the wreck of this civilization that in remote ages was lost in lurid storms of war, or disappeared under adverse conditions, which then, as in our own times, made and make for the decay of national unity, national virtue and character.

Defining in particular the social and the family state and condition of American Indians with reference to the knowledge we have acquired of them, we note that the same fortunes have followed the migrations of the dispersed and scattered race.

When human beings become destitute and desperate conditions of life make them so, barbarism and savagery will, in time, overtake them. When driven by the fortunes of war, or under the dire pressure of famine, from its own land, the flying remnant gradually separated from the civilization it carried from its home, it lost its culture, just as we would lose it now with all our refinement, if we were forced to live their lives, and were subject to the same conditions and hardships.

And in the forests to which the wanderers fled for shelter and safety, we can well imagine desperate conditions of existence, and therefore impossible conditions of civilization.

But from what people or from what land did Yucatan inherit its civilization? The men who colonized the peninsula, who built Xumal, Mayapan and Palenque, were, in the material order, civilized. They could not have risen from savagery, for there is no record in the annals of our race of any savage tribe of men advancing, unassisted by civilized man, one single step on the road to civilization. This is history. We must then assume that the men who colonized Yucatan were civilized. Let me, by way of parenthesis, mention that the chronology of the Bible, the age of man upon the earth or the universality of the Noachic deluge, have not been authoritatively settled by the Christian Church.* We must also and permissibly take it for granted that these civilized inhabitants of Yucatan lived before the smelting of iron ore was discovered, for if these first inhabitants came from Europe, Asia or Northern Africa, they could not have forgotten the art of smelting or the utilization of iron. The axe, saw, plough, shipbolt, spear-head, and chisel were, according to Herodotus, known to all the civilized races of antiquity. The civilization of Egypt goes back to the deluge. The use of iron was known in the time of Tubal-Cain, son of Lamech, who antedated Noah. It was known long before the building of Solomon's temple, before the time of Hesiod and Homer. Iron reaches back as far as history. Now notice this: No tempered copper or implement of iron was ever found amid the remains of ancient America, or indeed indications that it was ever known or even heard of.† It is true there was no iron ore in Yucatan, but these civilized people, if they had known the use of iron, would have sent out prospectors, even to Durango, where they would have found a mountain of iron. Moreover, huge aerolites, and holosiderata were and are found in many places on the surface from Cholula and Zacatecas to Vera Cruz and Chiapas. If this continent were at any time peopled by a civilized race from the old world, it must have been long before mankind was acquainted with the properties of iron. Nor could they have lost the art of smelting if they had descended into barbarism and rose again, for among the savages of Equatorial Africa, the smelting of iron remained with them in their debasement. It is also a singular fact, that although Cortes, Bernal Diaz, and the Spanish writers of the early Sixteenth Century are eloquent in their admiration of the material and

* Some of my readers may feel disposed to challenge this statement. If so, I may remind them that at the meeting of the "Congregation of the Index," called to examine the dissertation of Vossius on the "Age of the World," the learned Mabillon was invited to give his opinion on the contention of Vossius that the "deluge was not universal either in its applicaton or in its effects." Mabillon replied that the theory of Vossius could be accepted or at least tolerated:—"Principio haec opinio nullatenus continet errorem capitalem neque contra fides, neque contra bonos mores." Such was the opinion of Mabillon—a doctor of theology. The Congregation, which met in Rome in 1686, consisted of nine cardinals and was attended by many bishops and distinguished members of the religious orders. The thesis of Vossius was critically examined and not condemned. The details of the examination are given in the posthumous writings of the distinguished Benedictine, Don Mabillon (Paris, 1724, p. 59, etc.).

† "Que en Yucatan ay muchios edificios de gran hermosura que es la cosa mas senelada que se ha descubierto en las Indias, todas de canteria muy bien labrada sin aver ningun genero da metal en ella con que se pudiessa labrar.—There are in Yucatan many buildings of great beauty, the greatest wonders we have yet seen in the Indies. These buildings are all of stone, which are cut into beautiful shapes, something surprising, since the builders had no metal tools to help them in their work." (Relacion de Yucatan, Landa, 1571.)

social civilization of the Aztecs, they make no mention of domesticated animals. Such domesticated animals as the cow, dog, horse, goat, sheep, hen and cat, were introduced by the Spaniards. In the Aztec codexes, or in the traditions of any American race, there is no mention or memory of a domesticated animal. Nor can we, by affinity of language with any spoken or written tongue of the other continents of the world, trace any relationship between these Indians and other races of men.

Nothing is so indelible as speech. Sounds that in unknown ages of antiquity were spoken by the races of the earth still live in their languages. Languages, like seeds, never entirely die. They stay with the soil, and when nations or tribal families disappear forever, mountains repeat and rivers murmur the voices of these races that have disappeared, been absorbed or were annihilated. All European, African and Asiatic languages have been traced back to their sources, but the Nauhal and its cognate tongues stand alone, and throw no light on the origin of the people. Philologists like Gallatin, Duponseau and Mueller, say it differs radically from all other known languages. No theories of derivation from languages of the old world sustain the test of critical examination or of grammatical construction. Comparison with the Sanskrit, the Hebrew, the Phœnician, Japanese, Chinese, Celtic or Scandinavian languages, establishes no affinity between them and any primitive American tongue. As the human voice articulates not more than twenty distinct sounds, whatever resemblance there may be found to exist between any other language and the Maya or Nauhal is of no ethnic value.

While endeavouring to solve the problem of prehistoric man in America, we are confronted with another issue of great import: When America was discovered, strange and unfamiliar animals prowled through its forests and roamed over its plains. Fresh water fish abounded in lake and stream, and reptilian life was everywhere. These were here ages before the coming of man. Fossil remains of extinct animals and saurians of giant size and strength, such as the tyrannosaurus, the tryceratope, the diplodocus, the iguandon, and of huge mammalian monsters, have been recovered from petrified clay in Colorado, Utah and Wyoming.* So that if we refuse to admit the possibility of a lost continent, or a bridge joining the new to the old lands, we are confronted with the theory of a separate creation, which can neither be admitted nor is admissible. The possibility of a lost continent so ably contended for by Le Plongeon, Heinrich, Darwin, Donnelly, Schlieman and many eminent archæologists, carried a plausibility that obtained for it a large and influential following.

But the theory when attacked from the side of science and cosmogony, could not then resist the strength of the logic and arguments of its enemies, and it disappeared. But it did not die. It is very much alive to-day, for since the battle between the opposing forces, fought sixty years ago, new discoveries have been made and new territory explored.

The eminent traveller and antipodean explorer, Clement Wragge, who last

* There is a wonderful specimen of the diplodocus in the Carnegie Museum at Pittsburg. It was found in the lower cretaceous hard-pan, in 1900, in Wyoming, U.S. The skeleton, when uncovered by the members of the Carnegie expedition, measured eighty-three feet. The creature was herbiverous, and is supposed to have lived in the water and in the marsh lands. After it was mounted in Pittsburg, Mr. Carnegie presented reproductions of the monster to five of the leading Natural History Museums of Europe. The largest known find of these huge animals is the giantasaurus, dug up in German East Africa about a year ago. It measured one hundred and sixty feet in length.

summer returned from the Easter Island of Waihu, Pacific Ocean, 2,300 miles west of Chili, is persuaded that the rock carvings he discovered near the Bay of Islands and the Cyclopean Monuments found on Easter Island are of very ancient date. Discussing the origin of these relics he writes: "The people who built the wonderful statues and cut the marvellous inscriptions on Easter Island, had nothing to do with the Polynesians, but are allied to those dwelling in Central and South America long ages ago. In fact they are to be referred to an Atlantian race."

Dr. Paul Schlieman, a grandson of the Archæologist, Heinrich Schlieman, writing to the "London Budget" last May, tells us: "I am as satisfied as I am that I exist, that before the beginning of the Eocene age, perhaps in the Cretaceous Period, a great continent, inhabited by a civilized race, existed in the Atlantic Ocean. The American Indians are the descendants of ths race."

When Mr. Schlieman's promised book appears, we may examine at leisure the grounds on which he builds this declaration.

Herr C. Gagel, with the thoroughness of German scholarship, in a recent work he has given us on the same subject, endeavors to prove that a great continent did once exist in the Eastern half of the Atlantic Ocean, and that the volcanic islands of the Azores, the Canaries, and the Cape de Verdes, now represent all that is left of it above the waters. He is supported in his contention by M. Pitard, who lately found in the Canaries unquestionable cretaceous deposits.

It is possible that the supposed submersion of the Continent occurred many thousand years later than the Cretaceous Period, for in Central America, and on some of the islands of the Atlantic, there yet exist types of animals and examples of vegetation belonging to the Pliocene Age, the last division of the Tertiary Period, and near to the known appearance of man.

The problem of a submerged continent has by no means been solved. Recent discoveries afford the possibility of making others, and from the liberal encouragement given by the late Morris K. Jessup, in research work among the coast tribes and those of Northern Asia, some further light may be reflected on the origin of the American Indian. In any case, it is well to remember that when the elder Agassiz first propounded the theory of a glacial age, he encountered a storm of opposition and ridicule.

Geology and political geography are but of yesterday, and we cannot predict what advances and discoveries may be made before the opening of the next century.

Day by day we are now uncovering the carefully guarded secrets of the earth. Though wonderful disclosures have already rewarded enthusiastic research, and our expanse of human knowledge greatly broadened, yet the fringe has only been felt, and the great secrets of the earth and of the duration of human life on this continent are yet to be revealed. We are prepared to accept and to sift at all times new evidence, and to abandon any theory found to be untenable or out of harmony with later disclosures.

CONCERNING A FEW WELL KNOWN INDIAN NAMES.

By ARMON BURWASH, Arnprior.

Canada.

How the Indian name Canada came to be applied to this country is what the Indians themselves would call a "Big Medicine," meaning thereby a mystery. The word Kanata or Ganata, denoting a town or settlement, is an Iroquois word and is in common use amongst the Iroquois yet: but at the time when the earliest recorded history of Canada began to take shape, all of this country, from its most easterly sea-board to Lake Ontario, was occupied by Algonquin tribes. Now the Algonquin word for a town or settlement is Odanah. Why then did the early discoverers coming as they did from the east, apply an Iroquois instead of an Algonquin name to the country?

Although there is no direct evidence to that effect, one is almost forced to explain this Big Medicine by assuming that before the date of recorded history the Iroquois must at some time have occupied the lower St. Lawrence. And this assumption is much strengthened by the statement of Abbé Faillon that "many of the words used by Cartier in 1535 were Iroquois words."

Ottawa.

Another Big Medicine is the application of the name Ottawa to the Ottawa River.

Champlain in his diary of his voyages up the Ottawa in 1613 and 1615 always mentions it as the river of the Algonquins. He refers to the Ottawa Indians indeed but states that their country was north and west of the Georgian Bay. And Père Marquette writes in 1668 that "The Ottawa Indians were the first to open trade with the French in western furs," but he also places them on the Georgian Bay. It does not appear that the Ottawa Indians ever lived on the Ottawa River, in fact the evidence all points the other way.

The River is known to-day by the Indians who live upon its banks above Lake Temiscaming as the Kitchi Sippi, that is—The Grand River—and in the Government Reports of 1780 on the fur trade it is spoken of only as the Grand River.

So the solution of this Big Medicine seems to be that the river was not named from the Ottawa Indians but obtained its name in the same way in which they obtained theirs. Ottawa is the Algonquin word denoting Trade. The Ottawa Indians were so called because they were the great trading tribe of the Algonquins, and the Ottawa River was probably first called the Ottawa when it began to be the great trading route between the West and Montreal.

Gatineau.

The Gatineau, the largest tributary of the Ottawa, owes its name to a custom common to many savage races, that of describing themselves as "The Men" or "The People."

Etinook is a Cree word signifying People, in this case of course Indians, and Ga Etinook is The People, thus Gatineau becomes "the river of the people."

Etinoo, Person, (the plural is Etinook, meaning persons or people) seems to be one of the few words common to all of the Northern Indian languages. In a more or less modified form it runs through all the dialects of the Algonquins and appears as Etschinae in the Iroquois.

A good instance of the way in which names of this kind become corrupted is shown in the present name of one of the tributaries of the Gatineau. The early French voyageurs translated Ga Etinook into Les gens de terre, (the men of the country) and modern map-makers have transformed this into Jean de terre, the way in which the name of this stream is now written.

These same voyageurs named the Indians of the upper Gatineau, Les Têtes de boules, (round-heads) not on account of any peculiarity in the shape of their skulls but because of a round fur hood which they were accustomed to wear during cold weather.

Madawaska.

The Madawaska, the largest of the Ontario tributaries of the Ottawa, is named from Mata, the fork of a river, and Aushka the sound of a rippling current—Mata-w-aushka—meaning the river with the rippling current at its mouth. The w sound was inserted simply to make it easier of pronunciation. It must be borne in mind that the Indian tongues were not as flexible as ours are. Only a very few of all the Algonquin tribes could sound the letter R at all, and even that few in but a very modified form. Anyone looking at a map of the vast territory once occupied by Indians of the Algonquin race must notice that there are almost no names on it containing the letter R. And even of the very few that do appear there almost all can be traced to Iroquois or Huron sources.

In the Indians of the Madawaska and Gatineau Rivers we find proof that sub-tribal or clan divisions had a marked effect on physical stature. Champlain in his diary mentions a report that he had heard, to the effect that the Indians of the Upper Madawaska were men of very great size. This report appears to have been well founded. Nikik (The Otter) who was chief of this clan about fifty years ago was well known to the lumbermen of that day and was a man of immense size and tremendous physical strength, and the members of the clan as a whole were considerably above average height and of heavy build. On the other hand the Têtes de Boules were and are rather short men, though of sturdy form and possessed of great endurance. Yet these two clans belonged to the same tribe.

Petewawa.

This name is in the original Pitchawawa, meaning the long river. Pitcha means long in the sense of time, not in the sense of distance. So the actual meaning of the word is the river that it takes a long time to travel over. Anyone who has had any experience on that turbulent stream will feel that the name is well applied.

Mattawa.

From Mata, a fork, in this case meaning the important river fork. It was at the mouth of this river that the great travelled route branched off from the Ottawa and led up the Mattawa River and by Lake Nipissing and French River to the Georgian Bay. And for many a long year this was practically the only route of trade open to the French and their Indian allies between the West and Montreal, the upper St. Lawrence being absolutely closed to them by their Iroquois enemies.

Although the Algonquin race far outnumbered the Iroquois, yet they lived in constant dread of them. So much so was this the case that the old familiar friend of our childhood, the Bogey Man, appeared in the Cree lodges as the Nottaway (the Cree name for the Iroquois) for even in comparatively recent days it was no unusual thing to hear a Cree squaw tell a misbehaving papoose that if it did not behave itself the Nottaway would catch it. Possibly it was with some feeling of this kind in mind that the Indians of the Georgian Bay gave Nottawasaga Bay its name. It means the outburst of the Iroquois, as it was through it that they burst forth on their terrible raids against their northern neighbours.

Quebec.

Quebec takes its name from Kepek, the Ojibway word for a strait or narrows, referring to the narrowing of the St. Lawrence near the city of Quebec. The same root word is found in the name of Lake Kipewa, a lake composed almost entirely of deep bays and narrow straits.

Ontario.

Ontario is probably derived in the first instance from Ihonatarее, an Iroquois word meaning The Lake. The same word was used by the Onondagas to designate the sea. It was evidently applied by them to big waters of any kind.

Toronto.

Garunta is the Iroquois word for Tree. At some time in the past some particular tree must have marked some *specified spot whereabout now stands the city of Toronto.*

A curious instance of how a language becomes changed is shown in the name which the Indians of the Ottawa now apply to the Canada Jay—Kokoshwee. It appears that from the Gulf of St. Lawrence to Hudson's Bay this bird was originally called Wissakejon, from which the Hudson's Bay men deduced Whiskey Jack, the name by which it is best known to travellers in Northern Canada. When the French introduced Pork amongst the Indians these latter named it Kokosh, probably a corruption of the word Cochon, a pig. On their part the French named the Jay, no doubt owing to its fondness for meat, Mangeur du Lard, Pork-eater. The Indians accepted this new name and translated Pork-eater into Kokoshwee, the name by which they designate it now.

The foregoing are a few Indian names with which we are all familiar. It is to be hoped that some general plan will soon be adopted to put on record the meaning of as many as possible of Ontario's Indian names, before it becomes too late. In spite of the fact that recent Government Reports state that their numbers have increased, the Indians, as a race, are a vanishing race. It may be that the number of individuals is greater, but their customs, occupations, and manner of life are all changing, and even their language is to a large extent becoming corrupted. And at the rate at which settlement is now sweeping over this country, it will not be long until the only place where a true Indian can be found will be in that happy country, where according to Algonquin tradition, the current of the shining rivers runs both ways, down one bank and up the other, so that no good Indian has ever to paddle against the stream. And where every lake has many winds all blowing at once, and each canoe no matter what its course has a fair wind of its own.

ONTARIO EFFIGY PIPES IN STONE.

By COL. GEO. E. LAIDLAW.

2ND PAPER.

Since the appearance of my first paper on this particular type of pipe sculpture, which appeared in the Ontario Archæological Report for 1902, a number of specimens have turned up in Ontario, and information and outlines have been received about others in the United States from authentic sources, which have been embodied in this paper for the sake of comparison.

For the benefit of those who have not had the opportunity to see the above report, which I believe is now out of print, I will reiterate that my object in writing these papers is more to give minute description than in theorizing and speculating on the occurrences of this type of pipe sculpture.

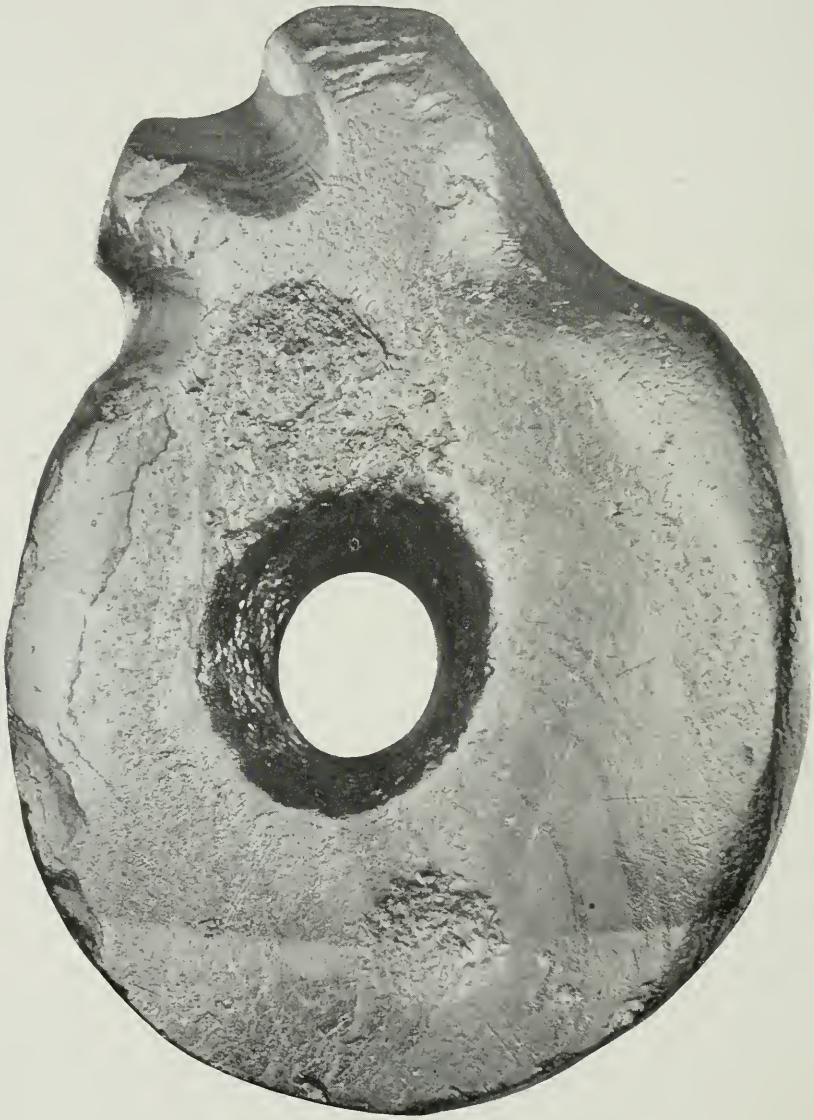
The Reports mentioned in this article are Ontario Archæological Reports issued by the Board of Education, and the museum mentioned is the Provincial Museum of Ontario, except when otherwise stated. Also the measurements are in inches and the weights are avoirdupois, except when otherwise mentioned.

ONTARIO SPECIMENS.

No. 11,103 which appears as fig. 31, p. 36, Report 1889, also fig. 229, p. 83, Primitive Man in Ontario, and has some resemblance to a large stone ring, with a protuberance on the periphery, is a large and massive unfinished specimen from Nottawasaga Township, presented to the museum by Mr. Angus Buie. This specimen which is wedge-shaped and almost circular in outline, except where the head projects, clearly and unmistakably shows that it was intended for an animal pipe of rather large size. Though not nearly so far advanced in manufacture as the Leith pipe (No. 26,541), it shows some interesting features. It is much shorter in the muzzle in proportion to size; and above and below the large central hole of oval form are pecked spaces showing that the ultimate idea of the maker was to make two more holes, similar to pipes figs. 19, 20, 22, Report 1902. There are also a well defined muzzle, eyebrows and a ridge along top of nose. This specimen weighs 1 lb. 13 oz. avoir. Material being a close grained dingy blue argillite.

Dimensions, 5¾ inches long, 4 inches wide and 1¾ thick in thickest part, and shows nothing but purely aboriginal methods of workmanship.

These wedge-shaped specimens are thickest at the head and shoulders, thinning down to the front and bottom.



No. 11,103.

The oval hole in middle is counter sunk on both sides. Mr. Boyle remarks in Primitive Man, p. 93, that "as an unfinished specimen it possesses many instructive features as to methods of working stone."

No. 26,544, fig. 1, p. 48, Report 1903, is another massive specimen of unfinished animal effigy pipes; the surface of which is so smooth and even, and lines so regular, and angles so distinct, that it gives one the impression of having been made with European tools, compared with the Buie specimen No. 11,103.

This is a nearly finished specimen and in this case shows that the bowl was intended to be bored last, evidently with a metallic drill.

The surface of pipe shows very few of those scratches noticed on other pipes. The treatment of the head is bold and clear and needs only a few details to be complete. This pipe has the distinct wedge appearance noticed in several other pipes of this class, and bears a general resemblance in make to the Mayor pipe, p. 43, Report 1902, and p. 18, Report 1912.

Dimensions: Height 6⅞ inches, width 4 inches, thickness 1⅜ at back to 7-16 at lower front end. Weight, 1 lb. 14 oz. Locality, Leith farm, Township of Binbrook, Wentworth Co., Ont. Presented to museum by Mr. C. W. Hartman of Cincinnati. Has well defined head, eyebrows and muzzle. Material, striped Huronian slate. The bowl hole is bored ½ inch in depth. The large central hole is of squarish outline with prominent rounded corners. There is the beginning of another hole, by pecking, between the central hole and the head, on the left side.

No. 26,754. Fig. 33, page 26, Report 1904, also page 101, Report 1903.

This very large stone pipe, which is supposed to resemble a bear, was found in August or September, 1902, on lot 6, concession 20, Tiny Township, Simcoe Co., Ont., by Mr. T. H. Newberry, who disposed of it to Mr. Oliver Glaspell of Powles Corners P.O., Fenelon Township, Victoria Co., Ont., from whom the writer obtained it and presented it to the museum.

This was a surface find on the route or trail of the Indians between Sawlog Bay and the highlands of Tiny. Was unaccompanied by other relics. May have belonged to the later Hurons or the Algonquins who succeeded them.

The pipe was in a fragmentary condition and is now restored minus the fore feet, and a portion of the frontal bar.

Material, dark grey slate; posture similar to other animal pipes under discussion. Dimensions: 6¾ inches in perpendicular height. Distance between parallel lines at back and at nose, 4¼ inches. Greatest thickness of body from side to side, 2 inches. Greatest depth of body from back to front, 2 11-16 inches. Length of head, 2 3-16 inches. Breadth behind ears, 2 7-16 inches. Stem hole bored with a tapering drill; bowl shows plainly drill rings, and contracts very rapidly, is 2½ inches deep and ¾ wide at top. Stem hole is in the back. Eyes are large, deep circular depressions. Ears prominent and rounded, the right one evidently being slightly broken at one time and then ground smooth. Ear holes slightly defined as also are the nostrils—most rare occurrences. No slots or markings on surface of pipe other than those that represent the claws. No basal perforation, though there are deep depressions produced by boring where the basal perforation is usually situated in these pipes. A deep nick terminates each hind foot, separating it from the frontal bar, thus showing probably that the designer did not intend the frontal bar as a branch clasped by the feet as in other cases, but rather as a produced tail. Hind paws slightly raised from body. The portion of the frontal bar immediately opposite the hind feet is slightly larger

No. 26,544.

No. 26,754.

than the remaining portion. The top of the frontal bar, and the forefeet are missing. Mouth strongly defined, face very much "dished" or "hollow" strongly resembling a raccoon's, but the jaws are too long in proportion, and too square at the end to resemble that animal in any marked degree. The drill has been used in forming the throat, and marks of sawing and rubbing appear. Are these what McGuire calls "file marks" in his "Aboriginal Pipes, etc."?

The material changes in color to a dirty purple on the frontal bar. Weight, 2½ lbs. avoir. It has been suggested that this specimen represents the brownish variety of the common black bear. At any rate the contour of the face is directly opposite to that of the Bolsover bear pipe, p. 40, Report 1902. This pipe is of purely aboriginal workmanship, the design being bold, the head resembling a style of Huron clay pipes. This pipe though called a bear pipe shows a composition of features: in the large round eyes and hollow cheeks of a raccoon, and the strong heavy jaw of an old dog wolf, and might be equally well named after either of these animals.

The marks of boring on the surface of body show the use of a blunt drill.

Mr. Boyle in referring to this pipe, p. 28, Report 1904, says: "The surface has been brought to a condition of smoothness, but not sufficiently so to remove all traces of the scratches that were made in so doing, and in no case are there any signs of marks other than those producible by the rubbing of one stone on another. The design is boldly carried out, but there is no nicety of detail. On each side between the hind feet and the tail there is the beginning of a hole."

No. 25572, fig. 6, p. 52, Report 1903, is a large bird pipe made from gypsum. This pipe has been broken off just above the frontal projection, and was probably about 6 inches long when entire. The present length is 3⅞ inches. Depth back to front, 1⅞. Thickness from side to side, 1¼. Diameter of bowl, 11-16. Depth of bowl, ¾ inch. Diameter of stem hole, 9-16 inch. The pipe is of a dirty yellowish white color and the surface has been polished, but one side shows calcination and weathering. The eyes are well defined, being small pits about ⅛ inch in diameter. The beak is well pronounced, having a prominent ridge, and the mouth is well marked. The bowl has a very small capacity for such a large pipe, and the stem hole, which is large, inclines upwards. The head projects straight up from the pipe and does not bend over in front like other bird pipes mentioned, this may be symbolical of flight. Other bird pipes are in a posture of rest or repose. The cross section of pipe is oblong with rounded corners. No wing marks or other marks on surface of pipe. Locality: Lot 10, Con. 3, Onondaga Twp., given by W. M. Dick, of Brantford, Ont.

No. 25,098, fig. 11, p. 55, Report 1903, was found at Lion's Head, Isthmus Bay, North Bruce, Ont., and comes to the Museum through Mr. W. W. Dick.

This pipe represents an owl carved from slate, the angles, edges, and corners being very precise and distinct. The bowl was made before the pipe was finished as the lower edge of the bowl orifice is very sharp, showing that the V-shaped hollow between the wings on the back (shoulders) has been made last. Below the stem hole, which is in the back, there are two flutings, dividing or defining the lower parts of the wings.

The top of the breast shows an inverted V-shaped insertion, as if showing the top of a dress or shirt: a little further down there is a transverse depression bearing 8 nicks. The feet are well defined, of 3 toes each. The cross section is square in front and round behind. The neatness and regularity of design, the appearance and the style of finish lead one to believe that it was made with metallic

No. 25,572 (*a*).

No. 25,572 (*b*).

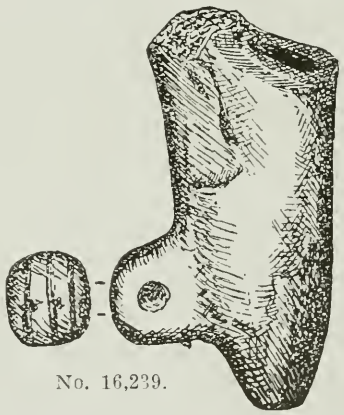
No. 25,098. Front.

No. 25,098. Side.

tools. It is a more compact and blockier pipe than usual. The tail is defined by 4 slight nicks. There are slight protuberances for ears. The underneath part of lower mandible is well defined. The wings are well defined and are slightly raised from the remaining pipe surface, this trait being only noticed in this specimen. Dimensions as follows:

Length, 3¾ inches. Width across breast, 1 5-16 inches. Depth, back to front, 1 7-16 inches. Depth of bowl, 1¼ inches. Diameter of bowl, 9-16 inches. Diameter of stem hole, 3-16 inches.

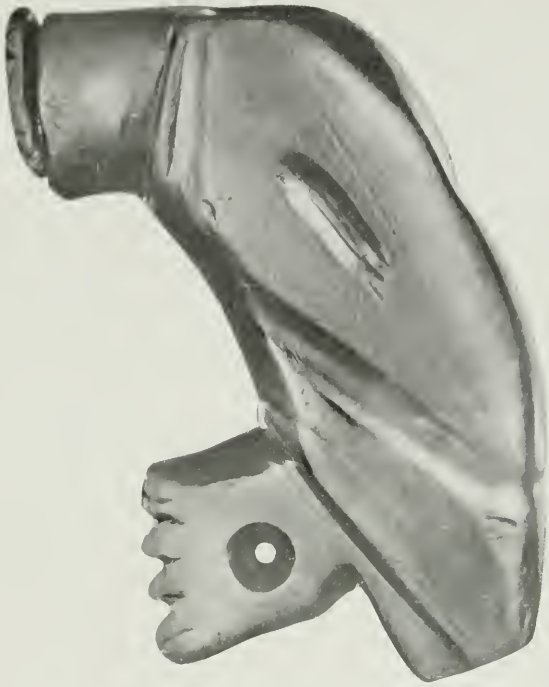
The color for the most part is dark rich brown, but on the left side a little more than the wing is of a pale dull green. Quoting from Mr. Boyle, "The workmanship is excellent and the proportions are very good. The eye holes are bored fully an eighth of an inch in depth—deep enough to form a good seat for the insertion of any other substance to give expression as eyes to the figure, if any such intention existed in the mind of the maker. The end of the tail has either not been finished or if finished has been broken off, as it is still in the rough. In most pipes of this kind a hole is bored crossways through the feet, but sometimes perpendicularly between them. In this pipe, however, we have a compromise



No. 16,239.

hole, the boring having been done perpendicularly from below half way through the (frontal) projection that forms the feet, and another hole to meet it is bored from the left side. A little below the breast is a well-made line of serrations, the purpose of which is not very evident. The surface of pipe is not as highly polished as the surfaces of many stone pipes are, so that the scratches of the rubbing stone are still in evidence, and the word 'rubbing stone' is used advisedly, for the reason that only one stone moved over another is capable of leaving such results as are apparent on the surface of this pipe, and this is the more remarkable on account of the fact that there are those who claim pipes of such patterns to be of unmistakable European origin, directly or indirectly. Notwithstanding the generally bold artistic way in which this pipe has been worked out, there is not a single feature of it bearing witness to the use of any but primitive appliances."

No. 16,239, fig. 29, p. 21, Report 1905, is full size figure of a bird pipe from Eldon Twp. Victoria Co., that has had its head broken off. It is rather plain in appearance, not having much work done upon it. The frontal projection is perforated from side to side and has conventionalized claws marked upon the front. The data concerning this pipe has been lost, but I believe it came to the Museum through Mr. J. W. Laidlaw, now of Kirkfield P.O., Ont.



No. 27,239 (*a*).

No. 27,239 (*b*).

No. 27,239 (*c*).

No. 27,239, fig. 13, p. 26, Report 1906, is another headless pipe from the farm of Mr. J. J. Finney, near Burnt River P.O., Somerville Twp., Victoria Co., where it was found in 1903 by his son in a grave with three skeletons near a village site. This locality is four miles north of Rettie's station on Midland Ry.

Dimensions: Length, 3⅞ inches. Thickness at shoulder, 15-16 inches. Depth, back to front, 17-16 inches. Depth of bowl, 1 inch. Diameter of bowl, 9-16 inches. Diameter of stem hole, ⅜ inches. Left side has slot in wing and shallow grooves marking wing and shoulder. Right side has shallow groove half way up side, going around back above tail, connecting with groove on left side. Also has smaller slot on wing. There is a flaw on right side at end of wing.

There is a slight groove down back to stem hole. The frontal projection is rather large, of a squarish outline, is perforated through from side to side, and has three nicks across the front. At the lower part of back near base there are three slight cuts denoting tail feathers.

Where the head is broken off the broken part of the neck is ground smooth. There is a deep cut around neck immediately behind the broken part. Material dark slate.

Quoting Mr. David Boyle, p. 26, Rep. 27, who says: "It shows a somewhat ambitious attempt to make a bird-pipe, but the maker was not equal to the occasion. Even in its unfinished state it is clear that the efforts to bring it into shape were in many respects those of a bungler, and it was, perhaps, because of such treatment that the head was broken off. The fractured end has been sawn off, either by the hand that made the pipe, or by some one else equally unmechanical."

No. 27,844, figs. 10, 11, p. 25, Report 1906. This pipe represents a heron or bittern, was found near Port Perry, Lake Scugog, to south of Victoria County.

This is a very finely finished pipe but not polished. The surface shows scratches. The neck seems to be prepared for a broad band. The beak is still attached to the feet or frontal projection, which is perforated from side to side by a conical drill, and is rather large in proportion, having three cuts on each side inclining upwards representing feet. This frontal projection is divided on the lower surface or bottom by a long cut. The eyes are clearly defined; the four holes or pits on right side are evidently made with the same drill that the eyes were. The two larger shallow depressions on each side have been ground out same as the two smaller depressions on left side. This unevenness of distribution of these holes or slots is a marked feature in this class of pipe.

Dimensions: Perpendicular height, 2⅞ inches. Width across breast, 1 1-16 inches. Distance from back to forehead, 2 13-16 inches. Depth of bowl, 1⅜ in. Diameter of bowl, ⅝. Diameter of stem hole, 7-16. Length of head and beak, 2⅞. There are two notches on the tail. The pipe remains stationary if placed on base, and *vice versa*. Contour of head and beak slightly curved. Upper and lower mandibles well defined. The hole in frontal projection has been bored from each side.

Material: A brown fine grained sandstone.

Donor: Mrs. James, Port Perry, Ont.

There seems to be a tally on angle of lower jaw of nine slight notches.

No. 27,844 (*a*).

No. 27,844 (*b*).

BEAVER PIPE.*

Found by a Mr. Hewitt near Edgar, at or near site 43, Oro Twp., Simcoe Co.

Material: Mottled gray steatite.

Dimensions: Perpendicular height, 2 7-16 inches. Thickness through side to side, 7/8 inch. Depth, back to front, 1 inch. Depth bowl, 1 1-16 inch. Diameter of bowl, 1/2 inch, which is conically bored. The stem hole in the back has a diameter of 3/8 inch, has been bored with a blunt drill and inclines upwards slightly. Slight frontal projection reaching from side to side, and is divided by two grooves to show hind feet. Front paws designated by grooves converging in across belly. Suspensory hole in short, broad, flat tail. Eyes defined by small deep holes. Mouth slightly defined; teeth and whiskers (bristles) defined by slight scratches.

The pipe is remarkable for the number of grooves and so-called tally marks upon it. Starting at the front there is one groove across the neck and one below this again, where the converging grooves begin that represent the fore feet. Then

Beaver Pipe. Oro Township (*a*).

Beaver Pipe. Oro Township (*b*).

another horizontal one below the fore feet and two vertical ones in the frontal bar; between this bar and the suspensory hole are three more parallel horizontal grooves.

There is a group of six parallel horizontal grooves across the back above the stem hole. Their ends are bounded by a slight groove on each side.

From the ends of the horizontal throat and abdominal grooves short ones incline towards each other at each side. The tail has five notches on each side. A groove extends around the hips with 18 notches on the top side.

There is one lateral slanting groove on left side from head to stem hole with 8 notches or tallies on under side. A pair of grooves on right side in a corresponding position have also similar notches, 8 in each case. Are these merely tallies, or are they significant of something else: legends, occurrences, or circumstances? And, lastly, from a small hole situate about the end of the back, a groove runs down the tail to the suspension hole and is continued around the tip of the tail.

From the apex of each pair of inclining grooves a slight cut or incision falls towards the front. The juncture of the neck with the shoulders is shown by almost worn-out incisions or cuts.

*Photo of this and following three by F. A. Hunter, Esq., Barrie.

There are three notches on the top side of the upper groove in the group of six parallel grooves on the back and four on second line. Constant use has worn this portion so much that one cannot determine how many notches there were there originally.

This pipe may be called an inscribed pipe. Would it represent the great Beaver Legend?

Of these four pipes, Mr. A. F. Hunter in letter of June 23, 1905, says they evidently belong to the Huron Indians, and can be assigned to the early period when the Hurons occupied this district (west of Lake Simcoe).

This pipe belongs to the second division of animal pipes of this class, having a horizontal frontal projection like figures 24 and 26, Report 1902; the first division having frontal bars in a vertical position in front of the pipes.

TURTLE PIPE.

This pipe was found near sites 43, and 44, Oro Twp. and represents a snapping turtle with projecting legs.

Turtle Pipe. Oro Township (*a*).

Turtle Pipe. Oro Township (*b*).

Dimensions: Length, 2 13-16 inches. Depth, back to front, 2½ inches. Thickness from side to side, 1 1-16 inches. Legs are broken off and were evidently separate. No frontal bar. The abdomen is very much pronounced and rounded, and is defined from body by a longitudinal groove on each side. Tail defined by grooves with a hole bored underneath it: now broken. *Anus* defined. There is a groove around hind legs showing where they projected from carapace. Mouth and eyes are illy defined. There is a slot on top of head. Pipe shows much use. Being possessed of three stem holes, brings it into the class of pipe called "Composite" by some American Archaeologists: a name not adopted here yet. Depth of bowl, 1 3-10 inches, which has the appearance of being gouged out instead of being bored, having tool marks to that effect. Diameter of bowl, 11-16 inches. Diameter of large stem hole at the bottom of back, 9-16 inches: has the appearance of being made with a blunt rounded drill. Diameters of other two

stem holes, 5-16 inches each, one of which is in the right side and the other being at the top of the belly.

There are the remains of a groove separating the two front legs from each other.

Material: A black stone, probably slate.

DOUBLE-HEADED OWL PIPE.

This remarkable pipe owned by Dr. D. Evans of Innisfil Twp., Simcoe Co., was found in that locality. Dimensions: Length from tip of tail to horizontal line across to s of ears 4 5-16 inches. Width across faces to outside edges, 3 inches. Thickness through back to front, 1 7-16 inches. Width across breast, 1⅞ inches. Depth of bowl, 1 11-16 inches. Diameter of bowl, 13-16 inches. Diameter stem hole, 11-16 inches.

Double-headed Owl Pipe. Innisfil Township (*a*).

Double headed Owl Pipe. Innisfil Township (*b*).

Material: Polished black steatite, evidently stained. This massive pipe has a plain unornamented surface; represents the horned owl. There are three deep cuts or grooves on top of each head. All the eyes are large and shallow. The beaks are not prominent. The left head is facing more to the left side than the front. The right head faces directly to the front. There is ½ inch space between heads. The grooves on the heads make quite distinct ears, giving an appearance to some aboriginal clay pipes.

The large frontal projection has a horizontal hole through from side to side

with a diameter of ¼ inch. There is no suspensory hole. The bowl has been bored with a tapering or conical drill and has gouge marks at top. The stem hole is in the back and is quite large, and has been bored with a blunt, wide drill leaving the hole with a rounded bottom. The pipe evidently has been much in use. Weight, 9½ oz. avoir.

Mr. Hunter in remarking upon this pipe in letter of June 23rd, 1905, remarks, that "It is worth remembering that there was no owl clan amongst the Indians," and also "does the double head on a single body represent a freak of nature or an imaginary bird?"

UNFINISHED BIRD PIPE.

Found on Huron site, east, ½ Lot 6, Con. 3, Twp. of Vespra, Simcoe Co., by Ed. H. Williams, Jr. Dimensions: Perpendicular height, 1 11-16 inches. Depth, back to front, 1¾ inches. Thickness from side to side, 1⅛ inch. Material: common grey slate, or shale. Shows pecking and rubbing mostly with but slight traces of sawing. Weight, 8½ oz. avoir. The diagnostic features not being

Unfinished Bird Pipe. Vespra Township.

clearly enough defined or finished enough to determine species, though it is perhaps meant for a crow or some heavy billed smaller bird.

Frontal projection very prominent. The bowl hole has been bored to a depth of nearly ½ inch. No stem hole. This is a good illustrative specimen.

No. 30,972, p. 62, Report 1911, is a well finished symmetrical pipe, representing an eagle or other bird of prey. The eyes are very large and the cavities bored through. The beak is well pronounced and defined by cuts at sides and top. Mouth well marked. Lower mandible is divided longitudinally by a cut underneath. There are no other diagnostic features denoted. Surface is well polished and smooth. There are a number of fine criss-cross scratches all over surface evidently representing plumage. Cross section of body oblong. Bowl shows upper part made with a broad drill and lower part made with a more slender drill. The stem hole is near base of pipe and inclines upwards. A

suspensory hole has been drilled in from base of pipe, meeting another drilled in at an angle from bottom of front. All the drilling (eyes, bowl, stem hole and suspensory hole) has been done by aboriginal methods as evidenced by the drill marks. In fact the whole pipe shows no sign of any other than aboriginal methods.

There is no frontal projection. The breast slants away to tail. The top of the head has been flattened after the eye cavities were made. The surface has been polished after criss-cross scratches were made, some of them being rubbed out in places.

Dimensions: Perpendicular height, 3⅛ inches. Distance from back to front, 1⅜ inches. Thickness of back, 15-16 inches. Thickness of front, ⅞ inches. Depth of bowl, 1 5-16 inches. Diameter of bowl, ¾ inches. Diameter of stem

No. 30,972.

hole, 7-16 inches. Diameter of eye cavities, ⅜ inch, and of suspensory holes, ¼ and 3-16 inches. Material: A clay slate. Locality: Vaughan Twp., York Co., Donor: Dr. R. B. Orr.

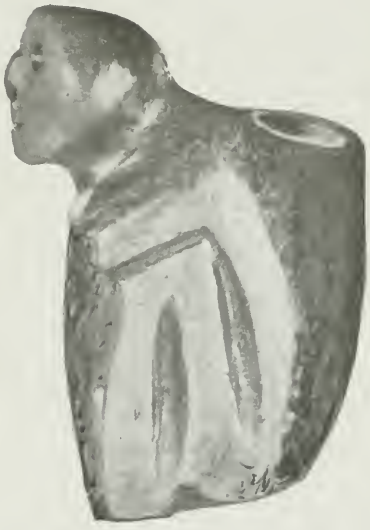
No. 30,875, p. 63, Report 1911, is a very interesting and unique specimen, being a "made over" human figure pipe, with conventionalized arms and legs. The original posture was in the usual squatting position with arms resting on top of knees. After the pipe was broken through the bowl, or the bowl broken off as the case might be, the broken part was then ground smooth right down to base of pipe, showing remainder of bowl and the juncture of the stem hole and bowl. The secondary bowl, which is rather broad and shallow, was bored in front of the figure, through the upper part of the bent legs into the body and a secondary stem hole being bored to meet it at right angles from the base. The position of the pipe now for smoking would be on its back with base towards the smoker. The original position would have its back towards the smoker, head upright, facing outwards.

The legs on each side are marked by two deep cuts, dividing the thigh from the body and the calf from the thigh. The tops of the knees are separated in a like manner from the arms. The left hand and fingers are depicted by several notches. The face is pretty well defined and is circular; eyes are small pits made by a drill. The mouth is a small nick. Nose a mere lump with faint nostrils. Chin well defined. No ears are shown or marks for hair.

The front of the pipe has also been cut away a bit. The legs, I think, were originally separated in front and a suspension hole was bored upwards from the base between the feet. The feet and toes, if ever designated, have been removed by the secondary working. Surface polished. The long cuts were formed by grinding. The neck is rather thick. All workmanship shows aboriginal methods.

Dimensions: Perpendicular height, 2½ inches. Thickness at shoulders, 1 inch. It is now probably about ⅔ original size.

No. 30,875.



Probable original form of No. 30,875.

Material: Drab clay slate.

Locality: Vaughan Twp., York Co.

Donor: Dr. R. B. Orr.

The crouching or squatting position of the human body with arms crossed above knees has also been observed in small Mexican stone figures, two of which resembling fig. 41, report 1902, are illustrated in Bulletin 28, Bureau of American Ethnology, p. 350.

There is a panther pipe from Fort Erie, Ont., mentioned on p. 351, vol. 9, No. 3, Bulletin Buffalo Society of Natural Science, obtained by Dr. A. L. Benedict. This pipe is illustrated on a plate facing p. 214, Truman C. White's History of Erie Co., N.Y., vol. 1, with following information "a beautiful totem of impure gypsum comes from Fort Erie. The animal represented is probably a panther, the long tail being curved forward and the claws showing in bas relief. Large conical perforations from the neck and the lower part of the back of the figure meet at a common apex. Possibly these openings were intended one for

tobacco and the other for the introduction of a stem." See letter of W. L. Bryant, Custodian of Museum, Buff. Soc. Nat. Sci., Aug. 23, 1913.

This pipe is a surface find and is now in above museum.

Dr. A. L. Benedict, of Buffalo, in a letter of Jan. 2, 1914, remarks as follows: "The relic referred to was bought at Fort Erie about 30 years ago. The stone is an impure gypsum, colored brownish, probably from smoke and dirt. The image represents a panther or some other animal with long tail, the claws being in relief, the back being curved and the head and tail meeting. In the back are two conic

Fort Erie, Ont. Panther Pipe. Buffalo Society Natural Science.

holes about 2. c.m. in diameter at the outside, meeting in a hole about ½ c.m. in diameter at the apexes. My impression that the object was a token or ornament and not a pipe, as the holes are not well adapted to receive a stem, although it is possible that the object may have been used as a pipe also."

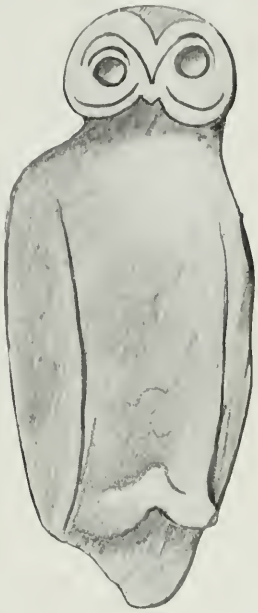
Perhaps this pipe is an unfinished one.

SOME UNITED STATES SPECIMENS.

We are indebted to Dr. W. M. Beauchamp, of Syracuse, N.Y., for the outlines and notes on the following eight specimens, seven from New York State and one from Ohio. See letters of April 1st and March 23rd, 1908. Also to Mr. A. C. Parker, State Archæologist, Albany, N.Y., for outlines, etc., of the Ripley Animal

pipe and Mr. C. C. Willoughby of Peabody Museum for notes and outlines of the Silverheels Owl pipe, N.Y., and to Messrs. G. A. West, author of Aboriginal Pipes of Wisconsin, and S. A. Barrett, curator Public Museum, Milwaukee, for cut and data of Wisconsin bird pipe.

These outlines are of natural size.



No. 1 (*a*). Ontario County, N.Y.

No. 1 (*b*). Ontario County, N.Y.

No. 1 Owl pipe from Ontario Co., N.Y. Material: Grey slate.

No. 2. From Starkey, N.Y., near Seneca Lake. Material: Fine yellowish olive slate pipe representing a hawk or eagle. Fine polish. Claws in front and tail feathers behind. Hole behind (stem hole) elliptic with faint radiations. No perforations. May be unfinished.

No. 2. Starkey, N.Y.

No. 3. Squakie Hill, N.Y.

No. 3. Olive grey slate Owl pipe, from Squakie Hill, near Mt. Morris, N.Y. This site has both early and recent articles and also Mound Builder graves.

This pipe has a construction of owl and human features in profile.

No. 4. Flying Squirrel pipe, Jefferson Co., N.Y., of grey marble.

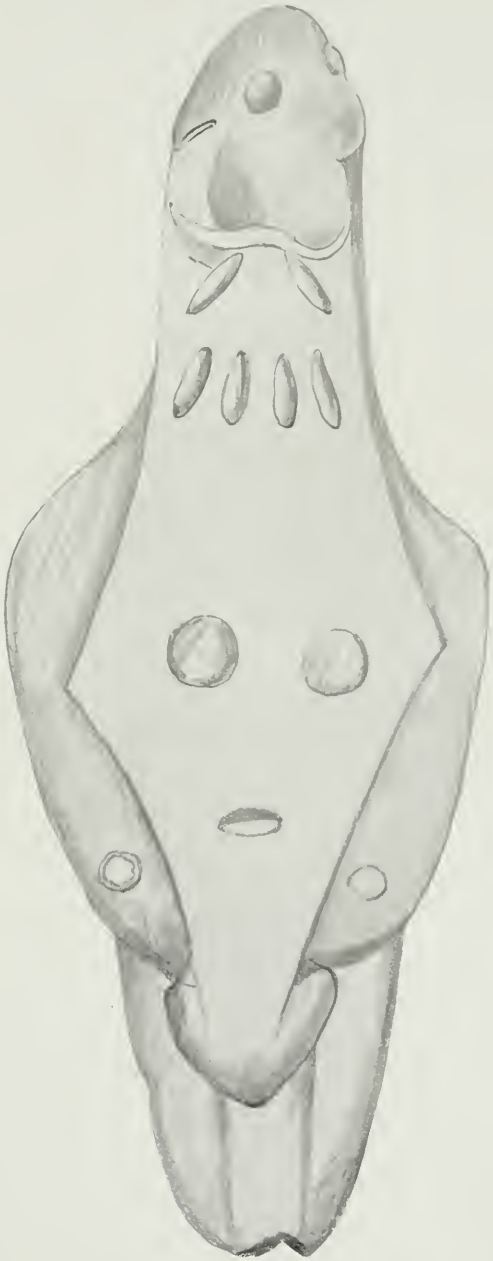
Owner, Col. Camp, of Sackett's Harbour, N.Y. This is a large and remarkable pipe of light greenish grey stone, very highly polished. The stem hole is in

No. 4. (*a*) Jefferson County, N.Y.

the tail, making the long diameter vertical (on end). On the breast is a conventional human face, two eyes and a mouth. The bowl central, above (letter Ap. 1, 1908).

"The circles are nearly exact in this pipe. It is observable that the face is turned from the smoker." Same letter.

No. 5. Striped slate, Jefferson Co., N.Y., owned by Col. Camp, of Sackett's Harbour, N.Y.

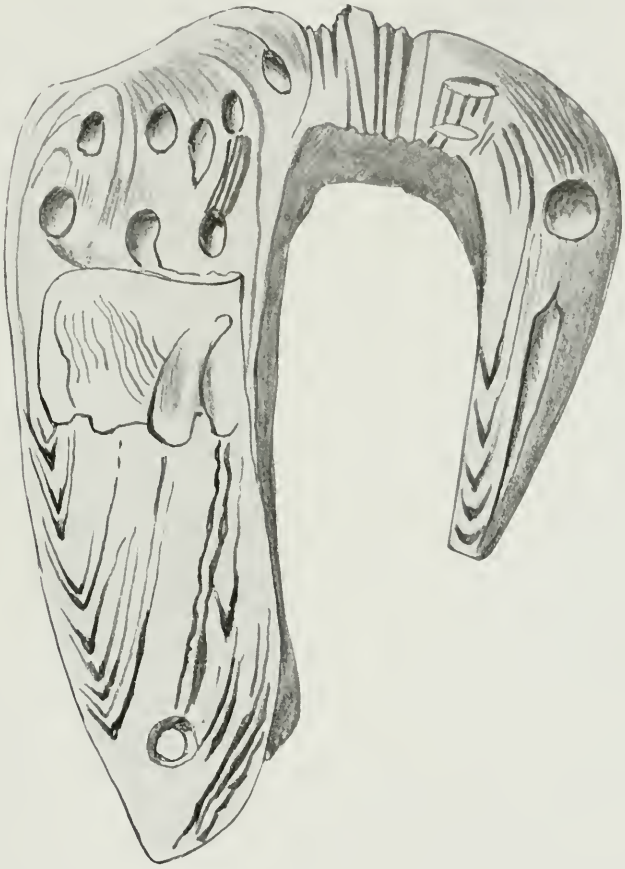


No. 4. (*b*) Jefferson County, N.Y.

No. 5. Jefferson County, N.Y.

RAVEN PIPE

No. 6. Owned by Mr. W. A. Hakes, Binghamton, N.Y., found just south of Pennsylvania line. Green striped slate; reverse a little different. This is a remarkable pipe. The reverse side varies in its decoration. The absence of the spur (frontal projection) and the consequent change in the perforation are easily seen. At present it is in the Public Library at Binghamton (letter of 23 March, 1908, W. M. Beauchamp).



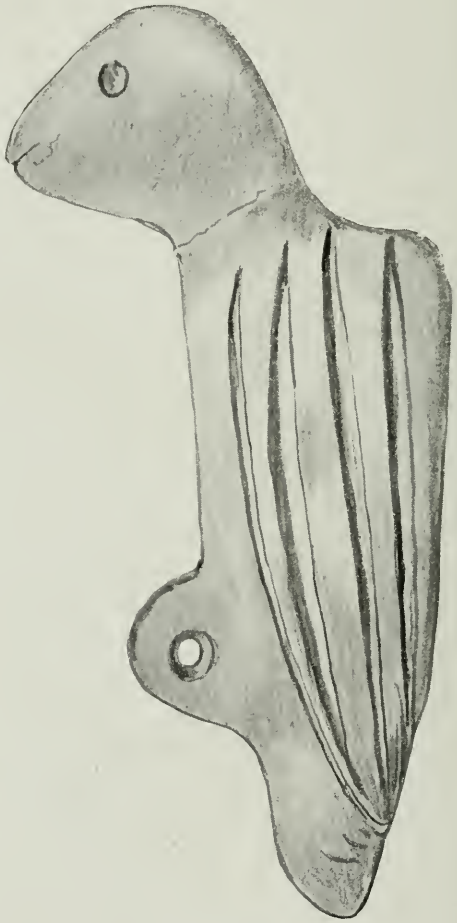
No. 6. Binghamton, N.Y.

No. 7. From Cayuga Lake. Evidently of Huron slate being green on right side and purple on left side.

No. 8. Panther pipe from Ohio; is now in the Smithsonian Institute. Material: Light drab slate.

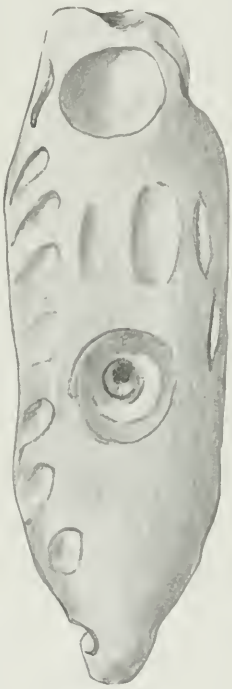
The head of this pipe resembles somewhat a lizard's head, and does not appear to me as a distinctly marked panther's head.

No. 7 (*a*) Cayuga Lake, N.Y.



No. 7 (*b*) Cayuga Lake, N.Y.

No 8 (*a*) Side view. Ohio.



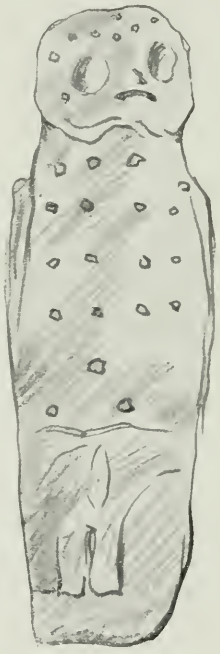
No. 8 (*b*) Back view. Ohio.

SILVERHEELS OWL PIPE.

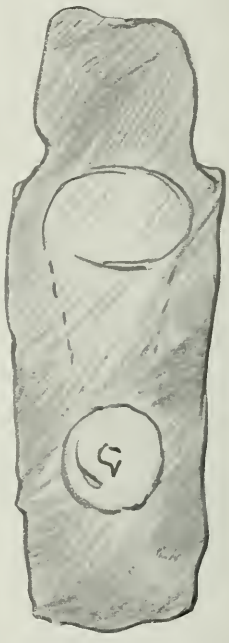
Now in the Peabody Museum of Archæology, Harvard University, Cambridge, Mass. The figures are of natural size. Length, 3⅜ inches. Depth, back to front, 1½ inches. Width across breast, 1⅛ inch.

Material: Yellow limestone. Found in grave 30. Silverheels site, Brant, Erie Co., N.Y., by Messrs. M. R. Harrington and A. C. Parker, who conducted this exploration in 1903 for the Peabody Museum. The site produced quantities of European artifacts and metals, and is supposed to be Erian, existing about 1st half of 17th century, as the Eries were expelled from their territories in 1654.

Silverheels Owl Pipe. Side



Silverheels Owl Pipe. Front.



Silverheels Owl Pipe. Back.

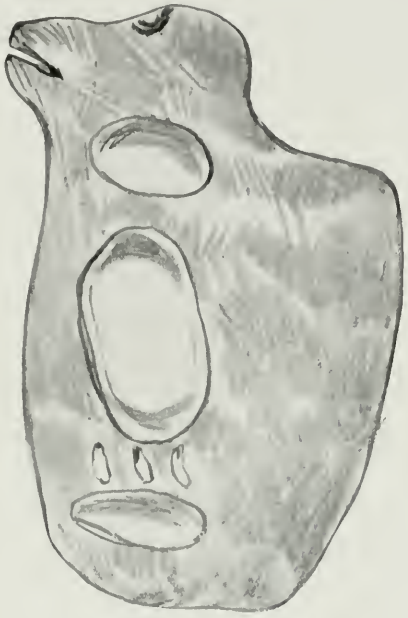
See p. 531 N.Y. State Museum Bulletin on Excavations at Ripley, N.Y. Though Mr. Parker says elsewhere, p. 57, N.Y. State Museum Bulletin, No. 132, that all the pottery from Silverheels site is Senecan and not Erian.

Mr. Willoughby, head of Peabody Museum, states that there is no indication of white man's influence in the manufacture of this pipe, and also the dots on breast and head represent small holes or pits 1-16 to ¼ inch in depth. A cross section of eye shows that 2 drills of different sizes may have been used. The feet are not well defined, the left foot being split off and afterwards polished down. The right foot shows two characteristic claws above and below but the tips are not clear.

The perforation in the frontal projection is from top to bottom. There seems to be no fixed rule about these perforations.

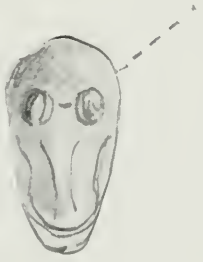
The site is situated about ½ a mile from High Banks up the Cattarangus River.

Figure 14, p. 503, N.Y. State Museum Bulletin, on excavations at Ripley, N.Y., shows an animal pipe from Grave XLVII., Pit 92, associated with a pot of typical Erian form. A Seneca Indian pronounced it a representation of a mythical monster, known to the Iroquois as "Niagwahe." This statement of the Indian is to be taken *cum grano salis*. The pipe is just an ordinary animal pipe



Ripley Animal Pipe.

of plain style, with the diagnostic features not plainly enough shown to determine what particular animal the pipe represents. The site is classed as Erian, and showed traces of contact with Europeans and the time of occupation estimated about the beginning of the 17th century. This pipe was found on Lot 27, Ripley, Chautauqua Co., N.Y., August, 1906, by A. C. Parker, State Archæologist. Dimensions: Length 3⅛ inches, back to front 2 inches, distance between eyes ⅛ inch. There seems to be some doubt as to what material it is made from. Mr. A. C.



Ripley Animal Pipe.
Face.

Parker, p. 536, says its "color is bluish white and it appears to be some species of tale or steatite." Mr. D. H. Newland, Assistant State Geologist, pronounces the material Ohio kaolin. It may be burnt or calcined steatite. There are three marks or cuts on each hind leg. The bowl and stem holes have been drilled and gouged

out. There is nothing in the workmanship to indicate the use of European tools or influence. The tail is produced into a frontal bar reaching the chin. The eyes and mouth are well marked. There are three holes, the middle one being the largest and is between the front and hind legs. The other two are respectively between the head and fore legs, and between the hind legs and tail. Other features are not marked.

Bird Pipe. Fig. 103. Bull. Polished Stone, N.Y. Oneida River, N.Y.

Figure 103, Bulletin on Polished Stone Articles, N.Y., by Rev. Wm. M. Beauchamp, is a bird pipe of dark green slate, 7½ inches high, from Oneida River, N.Y. Quoting from the Bulletin, is "Moderately thick with a perforated projection in front to which ornaments may have been attached. It has wings, feathers, cock's comb, an engraved collar or necklace, as well as a thick, open bill. The form and work are modern." This pipe resembles a woodpecker with its straight beak and crest, and not a farm fowl, is my opinion.

Figure 117, same Bulletin, is another bird pipe similar to Figure 103, a rare form "it seems to have been made by the same hand, and was found on the Seneca River, N.Y. The same style of work appears in some Ohio pipes and in one figured by Dr. Rau from N.Y. This pipe is of green slate and not thick, and has a perforated projection in front as well as lines and grooves for feathers." The pipe is 3¾ inches high, and somewhat resembles a partridge, grouse, or quail.

Figure 83, p. 107, Aboriginal Pipes of Wisconsin, by Geo. A. West, was found in 1854 in Dodge Co., by Mrs. Wilhelmina Hafemeister. Material black slate, height 4 inches, has perforated frontal projection carved to represent claws. It is quoted as an exotic form and work is modern of New York type. Illustration shows wings raised from body, serrated crest or comb, and a straight bill. Probably represents a woodpecker.

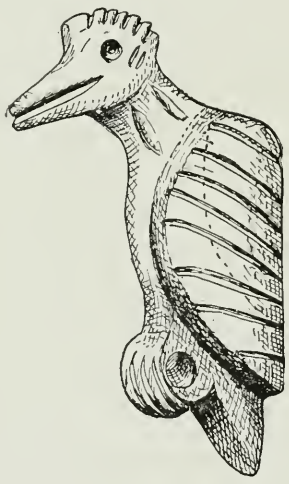
Bird Pipe. Seneca River, N.Y. Fig. 117.
Bull. Polished Stone, N.Y.

Mr. Beauchamp, in reference to the eight outlines furnished by him, thinks "all these were made with European tools. The boring for the stem holes is too sharply defined at the surface for primitive methods, and there are other reasons. Perhaps the finest bird pipe I have ever seen not only has this sharp boring, but the crest seems a veritable cock's comb. It might be called a woodpecker and of course is conventional, but suggests a barnyard fowl. . . . I am inclined to think them of Indian make, but feel certain that metallic tools were used. It may be difficult to give a date." (See letter April 1st, 1908.)

"The elliptic groves are a frequent feature of this style." (Same letter.)

The views expressed by Mr. Beauchamp in his opening chapter on polished stone, etc., anent the age of polished stone articles in New York State, may not exactly fit here on account of the reason of the expulsion of the Hurons and Neu-

trals by the Iroquois and the subsequent occupation by later Algonquins of their territory, makes it a bit difficult to assign these pipes to any particular tribe or people, especially as most of the pipes are surface finds. Without examining the various specimens, one cannot very well pass judgment on the excellence of finish, which is shown in cuts and sketches, especially of those outside the Province, so one cannot say on which side of the Lakes the finer specimens are found, but judging from what we have seen, and have seen described, equally good specimens seem to come from both sides. Though the unfinished and rougher specimens from New York State, etc., are not described minutely, they are just noted. This is wrong, for the purpose of science and record each specimen has its own individual value, and whether rough or fine, finished or unfinished, the individual peculiarities of each specimen should be noted for reference. These facts should be strongly impressed on students and others beginning collections of Indian relics. The figures and descriptions in this article are as accurate as possible, with the exception probably of No. 1, owl pipe from Ontario Co., N.Y.



Wisconsin Bird Pipe.

The materials chiefly used are various kinds of slate—especially Huronian, and steatite or soapstone, odd specimens are of limestone, sandstone, gypsum and marble. It is worthy of notice that no specimens of this type made of catlinite have turned up, to the writer's knowledge. This fact would lead one to deduce that this particular type in question was in vogue before the introduction of catlinite to the Lower Lake regions by the Iroquois on the return of their war parties from the west, a period which Dr. Beauchamp places about 200 years ago. Neither has the writer come in contact with any pipes of this type made from Nottawasaga sandstone, which is dark red in color, though he has seen other local pipe forms of both these materials.

Rough and fine specimens. Query? Which are the older! Were the finer specimens made first with metallic tools, or even by the white man for the purposes of trade, like other pipes and wampum, and were the rougher specimens imitations of these finer forms, made by Indians with incompetent tools, or *vice versa*? Or, are the finer specimens legitimate descendants of the rougher and more primitive forms, made after the Indian had access to metallic tools? These

forms of effigy pipes are not duplicated in clay, if we may except clay turtle pipe, Figure 149, N.Y. Bulletin on Earthenware.

The writer thinks that it can be safely assumed that this type of pipe sculpture is indigenous to the Huron Iroquois region. The beauty of coloring of some of the pipes must not be lost sight of, and some specimens have as much attractiveness in their coloring as in their lines.

Mr. A. F. Hunter, in letter, 23rd June, 1908, remarks that: "It is remarkable what a large percentage of these effigy pipes are in an unfinished condition, or have holes twice attempted, or some other incomplete feature," and that "he cannot account for this circumstance."

The sharply defined boring at the stemholes mentioned by Dr. Beauchamp in his letter, April 1st, 1908 (||) does not always obtain here by a large percentage. In a number of cases the orifices of the stemholes and bowlholes show plainly the boring by non-metallic tools, leaving very indistinct edges such as)(this shape.

In a letter of Jan. 15th, 1911, Mr. A. C. Parker, Curator of Archæology, State Museum, Albany, N.Y., remarks: "In making a study of Iroquois implements after ten years or more of actual field experience in excavating (not surface collecting) I am impressed with the differences that exist between Iroquois articles made from stone and those modelled from clay. I refer especially to pipes. I have found several pipes of the form which has interested you especially, that is the lizard or animal effigy, and the stone pipes of the owl type, wherein the bowl opening is at the shoulders of the effigy and runs down into the body. I have found these types of pipes side by side with Iroquois clay specimens, and have come to the conclusion (however, not a final one) that these represent the earlier form of stone art, and that these pipes were kept either as ceremonial objects or as heirlooms not being as easily broken as the clay objects, naturally the means for preserving them was greater."

The writer would be pleased to receive any further notes, outlines, or photos of similar pipes for future record.

ADDENDA.

Mr. A. F. Hunter in a letter of Dec. 2nd, 1903, mentions a stone bear pipe, found near Roaches Point, Lake Simcoe. The bowl was in the back, and stem hole in anus. The figure was standing on its four feet. This is a variation of type of pipe under discussion, and would more resemble the Mound Builders style. This pipe can not now be located.

Mr. Hunter also in another letter of 17th Jan., 1905, mentions an effigy Pipe owned in Sebright, Ont. Subsequent inquiry informs us that this is a horned Owl pipe of dark stone, found some years ago, on Lake Simcoe shore, probably between Orillia and Beaverton. Reported to be a very good pipe, but no outline has been obtained yet.

Mr. A. F. Hunter in a letter of May 25th, 1903, in reply to a query *re* an animal pipe found on site 32, Twp. Oro, Co. Simcoe, (see page 175, Report for 1902), and also a letter from Mr. T. M. Hipwell owner of the lot, which is east half of 1 in Con. 13, beside Bass Lake, give us the information that this pipe with others were associated with other relics, amongst which were iron Tomahawks bearing the French stamp. This pipe was of black stone carved to represent a mole, and was given away, eventually going to California but cannot now be located.

NEW MATERIAL.

The present Archaeological Report for the year 1913, it will be noticed, deals largely with the Neutral or Attiwandaron tribe, and illustrates a number of specimens obtained from the territory once occupied by this numerous nation. The southwestern portion of the Province of Ontario was, when thrown open for settlement, a huge cemetry where lay, buried for centuries in different localities, large deposits of stone articles manufactured by these vanished people. It is well to remember, however, that after the ruin and flight of the Neutrals, their abandoned grounds were overrun by Iroquois scouting and hunting parties, by Algonquin rovers, and by French and United States trappers and traders; for from end to end of the district there are found traces of Iroquois and Algonquin tribes and evidences of European contact. In some places, commercial beads used for ornament and of European manufacture have been found, indicating that French traders had visited Neutral territory some years before the destruction of the tribe. The pottery pipes, flint arrow-heads, and stone and bone articles used in their religious rites, while resembling the same productions of western and northern tribes, show an artistic design and finish much superior to similar articles produced by their neighbors. In repairing and fitting flint arrow tips, shaft heads and fishing spears, the Attiwandarons had no superiors in any part of the American continent. Their territory has now been so thoroughly exploited and spaded that we do not expect it will yield in the future anything new or differing from the articles now in our possession. Our provincial museum possesses the finest collection in existence of the wonderful artifacts of this once great and numerous Indian nation. This collection cannot be duplicated: for the mine is practically exhausted and nothing new or unfamiliar remains to be discovered by a future explorer. More than this, our Report unfolds all that is known of this vanished race: we have consulted all the acknowledged sources of information, and with our article appearing in this issue, the last word of this forgotten tribe is practically spoken.

Fig. 33,620.

Fig. 33,619.

Fig. 33,621.

These pieces of Attiwandaron pottery (Nos. 33620-33619-33621) are similar to the pottery found in the various sites of Hurons, Iroquois, and Algonquins. Whole pottery is extremely rare; our knowledge of Attiwandaron pottery is, therefore, largely derived from fragments which are fairly abundant in many sections. The tempering material was commonly crushed shell or crushed stone, often very coarse, the same as used by all the northern tribes: the Moundbuilders, and some others made it of much finer material: probably exercising more care in the manufacture.

"It is hardly possible to find within the whole range of products of human handicraft a more attractive field of investigation than that offered by aboriginal American ceramics, and probably no one that affords such excellent opportunities for the study of early stages in the evolution of art and especially of the esthetic in art. The early ware of Mediterranean countries has a wider interest in many ways, but it does not cover the same ground. It represents mainly the stages of culture rising above the level of the wheel, of pictorial art, and of writing, while American pottery is entirely below this level, and thus illustrates the substratum out of which the higher phases spring. But it should be noted that not merely the beginnings of the story are represented in the native work. The culture range covered is quite wide, and opportunities of tracing progress upward to the very range of civilization are afforded. Between the groups of products belonging to the inferior tribes scattered over the continent from Point Barrow to Terra del Fuego, and those representing the advanced cultures of Central America and Peru, there is a long vista of progress. Near the upper limit of achievement is the pottery of Mexico, comprising a wonderful cluster of well-marked groups. Some of the highest examples of ceramic art are found in or near the valley of Mexico, and a number of striking vases of this region, preserved in the Mexican National Museum, may be regarded as masterpieces of American fictile art. Central and South America furnish a series of superb groups of earthenware, among which are those of Guatemala, Nicaragua, Costa Rica, Chiriqui, Colombia, Bolivia, Peru, Brazil, and Argentina, each disputing with Mexico the palm of merit. Following these in order are various groups of ware whose remains are assembled about the margins of the greater culture centers or distributed widely over remoter districts. The work of the Pueblo tribes in Arizona and New Mexico, all things considered, stands first within the area of the United States; closely approaching this, however, is the attractive ware of the Mississippi valley and the Gulf Coast. Below this and at the base of the series is the simple pottery of the hunter tribes of the North.

"Numerous tribes have continued to practise the art down to the present time, some employing their original methods and producing results but little modified by the lapse of centuries, while others, coming more directly under the influence of the whites, have modified their work so that it no longer has any particular value to the ethnologist devoted to aboriginal studies. The Pueblo country furnishes the best example of survival of old methods and old ideals. Here numerous tribes are found practising the art successfully, producing vases and other articles quite equal in many respects to the ancient product. The study of the present practices is highly instructive, and the archaeologist may begin his study of the ancient pottery of America with a pretty definite knowledge of the technical and functional status of the art, as well as a clear conception of the manner in which it embodies the symbolic and esthetic notions of a people." —(Bureau of Amer. Eth. 1898-9).

Gorgets—Pendants—Pierced Tablets.

These artifacts are supposed to have been used for ornamental purposes, suspended from the neck or some other part of the body. Usually the stone was selected on account of its fine veining, and when polished must have looked very well. In very few of these pieces do we find any evidence of wear in the holes which are most uniformly done; being bored from both sides in the same way as the bird-stones, pipes and other stone artifacts. There is an almost unlimited variety of these stones, with the holes in every conceivable place, some with one, others with two, three and four perforations.

The following pieces were mostly found in the counties of Oxford, Middlesex and Waterloo. Some carry an appearance of great age, and others are almost as fresh as the day they were made. One is led to wonder that the weather with all its changes has not exercised a more injurious effect upon them. The large majority of these pieces are surface finds.

Fig. No. 32,885.

Figure 32885, a gorget from the L. D. Brown collection, was found in the Township of Nissouri. It is made of beautiful striped slate, square on the sides. The hole is slightly to one side and shows some slight evidences of wear. In thickness it exceeds most of the artifacts of this kind.

Fig. No. 32,874.

Figure 32874, found in the County of Oxford, is a large gorget which might very well have been used as a breastplate. It is made from gray mottled slate, and is very much thinner than usual with gorgets of this size. The holes are larger and closer together. It is elegantly made and almost absolutely uniform in outline. Like all pieces of this kind the outline is so perfect that it would suggest to us that the makers had a knowledge of geometrical proportions, not usually supposed to be possessed by northern tribes.

Fig. No. 32,873.

Figure No. 32873 is a gorget or pendant, found in the Township of Nissouri. The material is banded slate; there is but one hole, which is much larger than in most specimens, but bored as in the others, from both sides. While the hole is slightly removed from the centre yet the general outlines are almost perfect.

Fig. No. 32,870.

Figure No. 32870 is a banded slate gorget from the L. D. Brown Collection, and was found in the Township of Blanshard. This oval-shaped stone, perforated at both ends, is somewhat rare, and is thinner than most of these stones. The edges are slightly chipped; but this is probably due to exposure after it left the hands of the aboriginal owner.

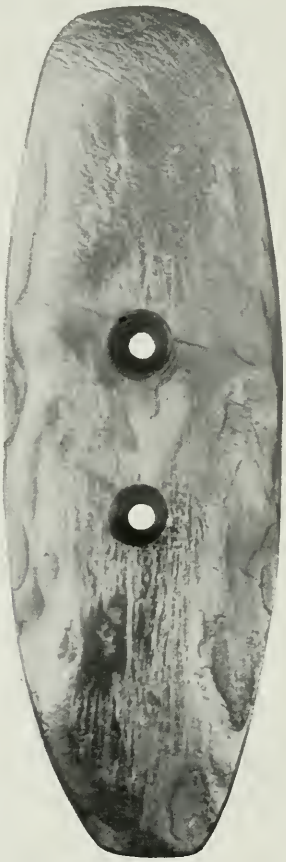


Fig. No. 32,877.

This gorget, No. 32877, in the L. D. Brown Collection, is a surface find from the Township of Zorra. The double borings are orthodox, and while this piece is slightly smaller at one end than the other, the sides are uniformly made. It is chipped and striated just as if it had been through a glacial period, and without doubt has the appearance of great age. There can be no doubt that many of these pieces have been handed down from generation to generation. The original makers are unknown, not only to us, but probably to the Attiwandarons themselves.

Fig. No. 33,738.

This pick-shaped object, No. 33738, was found in the County of Oxford, and is the gift of W. G. Smith, Esq. Like banner stones, crescents, and others, its uses are but a matter of conjecture. I have seen a piece almost identical with it in the magnificent collection of the Very Rev. James Savage, Detroit, Mich. These relics, known as picks, vary considerably in size. Not all are perforated. This is a good sample and is made from beautifully stripped slate, properly perforated, the hole being slightly smaller on one side than the other, and from general appearances bears evidence of having been used.

Fig. No. 32,843.

This Bird Amulet, No. 32843, in the L. D. Brown Collection, was a surface find in the Township of Blanshard. The majority of these bird stones are surface finds. This one is of striped slate with prominently projecting eyes, round and button shaped on an elongated stem. It has a flanged tail; the holes are made, as usual, on the base, as may be seen at the front of the artifact.

Fig. No. 32,895.

Figure No. 32895 is a chisel found in the County of Oxford. It is made out of very fine hard slate. The cutting end at one time has been very sharp, but is now somewhat chipped. The smaller end has the appearance of having been used with probably a mallet or wooden hammer. There are not many similar pieces in the Museum. It is probable that these were primarily intended for woodworking. Chisels of this kind were extensively used among the wood-working tribes of the North-West. It is also well known that chisels of this kind

were frequently used in the skinning of animals. With a hunter, the operation of skinning is often done in haste, and when there is very much hurry, yet the fear of cutting the skin, induces the flayer rather to infringe upon the carcass than endanger the value of the hide.

In the hunter state of society, it is the duty of the women to prepare and dress the skins of animals taken in the chase. For this purpose, the skins are stretched in the green state on a frame, and the flesh and integuments are cleanly removed. This was done in the early times by means of an instrument of stone, which has often been mistaken for a small axe. It is a species of hand chisel, such as this, that may not cut the skin, and yet of sufficient edge and hardness to permit a stout jerking blow. It was grasped firmly by the top. It was often very rude, and was merely nothing but an elongated stone, small and brought to an edge.

By this means, the skins of the deer and other animals were completely stripped of the adhering flesh, prior to the process of curing, braining, smoking, or such other processes as were necessary to fit them for the various uses to which they might be devoted.

Fig. No. 32,899.

Figure 32899 was probably used for ceremonial or religious purposes. As is well known, the religion of a people is always of the greatest importance, since it is the expression of the theory formed by that people, of man's position relating to the rest of the seen and unseen world, and forms the basis of a very large part of their Ethnography. This being so we must look upon all artifacts such as this with an eye to study the undermost thoughts of the ancient Attiwandarons.

This unique stone was a surface find in the County of Elgin, near Lake Erie. We have no similar specimen in the Provincial Museum, nor have I at any time seen anything like it. The boring in this is similar to the boring in the bird amulets, and is very neatly done. The groove at the top is very smooth and has the appearance of being rubbed, probably by hafting; and when in use was decorated as only the Indians knew how to do; and was used in either their ceremonial or war dances.

Fig. No. 32,844.

Figure 32844 is a beautiful Banner Stone, found in the Township of Blanchard. It is made of dark green striped slate. The ends come to a rounded point. The usual perforation in the centre is bored in the orthodox way. On the side shown in the photo-engravure there is an elevated bridge extending across the stone; the other side is smooth and rounded. The orifice is 5/8 of an inch on the convex side and 9-16 of an inch on the concave side. Stones of this kind show an amount of skill in their manufacture that is truly wonderful. The proportions are almost as perfect as if made by machinery.

FLINTS, No. 33923-33933.

These flints were found in a cache by Adam Becker, Esq., on Lot 25, Concession 15, near Cassel, N.R. Oxford. They were all lying together just as they had been placed hundreds of years previous. They are undoubtedly flint knives and would answer the purpose almost as well as steel. They form a part of the Brown Collection. These cache deposits of flint occur occasionally in Canada, but are very common in the mound building regions of the Mississippi and generally through the Atlantic States. The largest deposit recorded contained upwards of 8,000 flint disks (Moorehead). Few exceed 5,000 while those containing a smaller number are very numerous.

Perhaps none of the products of aboriginal art are better known than those which may be grouped under this head and which are referred to as knives, drills, scrapers, and projectile points. Their employment must have been general, as their dissemination is almost universal. Their number is beyond estimate. Their most important characteristic is their general shape nearly all being referable to origin through the leaf-shaped blade. Fill out the outline of almost any specimen, large or small, and the blade form is restored.

"It is the common practice to speak of spearheads and arrowpoints as if they belong to well-distinguished classes, but the line can not be drawn between them with any degree of clearness. The larger forms were, in general, doubtless used as spearheads, and the smaller for arrowpoints; yet it is probable that a large percentage of specimens of medium size were used in either way as occasion required. These implements were also equally serviceable for other purposes, and many of them may have been hafted and used for cutting, scraping, or digging. The slender-shafted hand perforator or drill, evidently adapted to boring stone, wood, bone, and the like, and in numerous cases bearing evidence of use, may also have served at times as a projectile point. The line separating these classes of objects into functional groups is therefore somewhat arbitrary, although convenient for descriptive purposes.

"On the whole, it seems most probable that many of the simpler weapons, implements, etc., have been invented independently by various savage tribes. Though they are remarkably similar, they are at the same time curiously different. The necessaries of life are simple and similar all over the world. The materials with which men have to deal are also very much alike: wood, bone, and to a certain extent stone, have everywhere the same properties. The obsidian flakes of the Aztecs resemble the flint flakes of our ancestors, not so much because the ancient Briton resembled the Aztec as because the fracture of flint is like that of obsidian. So also the pointed bones used as awls are necessarily similar all over the world. Similarity exists, in fact, rather in the raw material than in the manufactured article, and some even of the simplest implements of stone are very different among different races."—(Smithsonian Inst. Bul. 15.)

Fig. Nos. 33,923, 33,933.

Attiwandaron Flints.

Fig. No. 33,684.

Fig. No. 33,685.

These two arrowheads, Nos. 33,684—33,685, were found at widely different places. The larger one on the banks of McKay's Creek, Oxford Co.; the smaller one on the banks of the Assiniboine River, Sask. They are made from the same chert, and fashioned in the same manner. The Attiwandarons were very extensive flint-workers, and the inference is that they supplied those artifacts by tribal trade to the tribes occupying the Plains of the West; the northern Algonquins, through the Hurons, probably being the intermediaries in trade. Artifacts of flint are very numerous in the Attiwandaron territory; even to this day they are frequently picked up as surface finds all over the western counties of Ontario. The flint material in this district is quite the equal of that obtained from the great flint ridge, Licking County, Ohio, or from the celebrated mines in Missouri; with the Attiwandaron quarries on Lake Erie, as with most of the other quarries, the workings ceased about 1650.

Attiwandaron Scrapers.

Scrapers, Stemmed.

The same remarks as to form and method of making apply to stemmed scrapers as to blunt arrows, except that the chipping of the end is always from one face so as to produce the chisel edge. This edge is frequently smooth or polished from use. They would answer very well for smoothing down articles made of wood, or for cleaning hides in tanning; they would also serve excellently for removing scales from fish, and as they are usually abundant in the vicinity of good fishing places, they were no doubt employed for this purpose.

"Scrapers are commonplace tools, yet they played an important part in the life of ancient men. They illustrate his economy, for we know that he made over broken spear-heads and arrow-points into scrapers.

"I have endeavoured to show in these illustrations all types from the circular disc with the scraping edge to the highly specialized forms. Of course, scrapers and knives merge the one into the other, and where the scraper ends the knife begins.

"Series can be arranged in any large collection beginning with simple knife and working back to the scraper or vice versa. In the Mandan village-site ash-heaps more than seven hundred scrapers were found by Mr. E. R. Steinbrueck: the large Mandan Collection of five thousand specimens, which contains them, was presented to our museum through the kindness of Professor E. H. Williams, Jr.

"In the past, among archæologists, there has been no little discussion with reference to scrapers. They were mounted in short handles of both bone and wood. Numbers of them have been found in the cliff houses in the south-west attached to their original handles.

"It is unfortunate that in the Mississippi Valley, east of the Great Plains, the climate is such that none of the larger bone tools have withstood decay. At Madisonville, the cemeteries and ash-pits have furnished us with some of the larger bone handles, but elsewhere all have disappeared. Stone scrapers were inserted by the Plains Tribes in bone handles, and under the chapter devoted to bone objects several of the handles will be illustrated. One of these was found near the head of the Missouri River about twenty years ago, and apparently had been lying on the surface for a considerable length of time. It is of old type, and I have taken it to represent how the scrapers in ancient times might have been mounted. There are some similar tools in the Smithsonian, American Museum of Natural History, Peabody Museum, and other institutions. Scrapers are few in New England compared to the Mississippi Valley and the North.

"In view of the small number of flint implements occurring on the Great Plains, which the Indians called the "buffalo country," there are more scrapers of yellow chert, poor jasper, and white flint, in proportion to other parts of the country than elsewhere in the United States. By the buffalo country I mean all the territory drained by the following rivers: The Missouri, Red, Brazos, Arkansas, Mississippi, and tributaries. The Indians of this region, particularly of the Dakotas, Nebraska, Kansas, Iowa, and Texas, depended on the buffalo. The buffalo was used by them for manifold purposes: (1) Food, (2) bones for implements and weapons, (3) glue from the hoofs, (4) strings from the sinews, (5) skin for garments, (6) skin for dwellings, (7) skin for boats, (8) hide for packing-cases and bags, shields, etc., (9) skull for ceremonies, (10) the small bones for rattles, (11) the hair for filling material, (12) droppings for fuel, etc., etc.

"The preparation of hides was perhaps the most important work, and required the attention of all the women in each village and consequently the employment of thousands of scrapers and flint knives. The value of the buffalo to the aborigines cannot be over-estimated. The Indian killed and made use of every part of the animal, and the hide-hunters and white men, who made record killings simply to satiate a lust for blood and slaughter, exterminated the Buffalo; chief of these was W. F. Cody, or "Buffalo Bill," who killed 4,280 buffalo in fifteen months, according to Professor W. T. Hornaday in the Smithsonian Report for 1887. The slaughter of the buffalo by himself and nameless Bills and Dicks, of frontier fame, was responsible for much of the trouble with our Plains tribes. Canada was cursed with no such class of frontiersmen, and Canada never had one twentieth part of the trouble with her Indians that we had with ours. The extermination of the buffalo by the white hide-hunters was justly considered a national calamity by the Indians of the West. It menaced their very existence and made paupers of whole tribes."—(Stone Age in N.A.)

Gouges.

We illustrate here three varieties of gouges found in the Attiwandaron Territory. The workmanship upon these is simply perfect. The one with a gouge on one end, and axe on the other, is a most unique specimen. It is made from very hard slate and elegantly polished. No. 9,862 is a typical gouge made from granite. The groove extends from edge to the base.

Professor George H Perkins, speaking of gouges, says:—

"Although by no means confined to the Champlain Valley, the gouges may be regarded as very characteristic of this region, for, unless I am in error, they are found here more abundantly and in greater variety than elsewhere.

"None of our specimens, not even the best 'banner stones,' are more beautifully finished or of handsomer material than some of the best of our gouges. As is true of other objects, there are all grades of rudeness or elegance in these. As a class, however, the gouges are more carefully shaped and more perfectly finished than most other implements. Indeed, some are so finely finished, of such attractive material, and so apparently unused, that it is very difficult to conjecture for what purpose they were made. They are of only moderately hard talcose slate, often of a greenish-drab color, and could not be used for any hard work without very evident abrasion, and yet most of them do not show anything of the sort. The surface is not only smooth, but well polished and the edge is sharp.

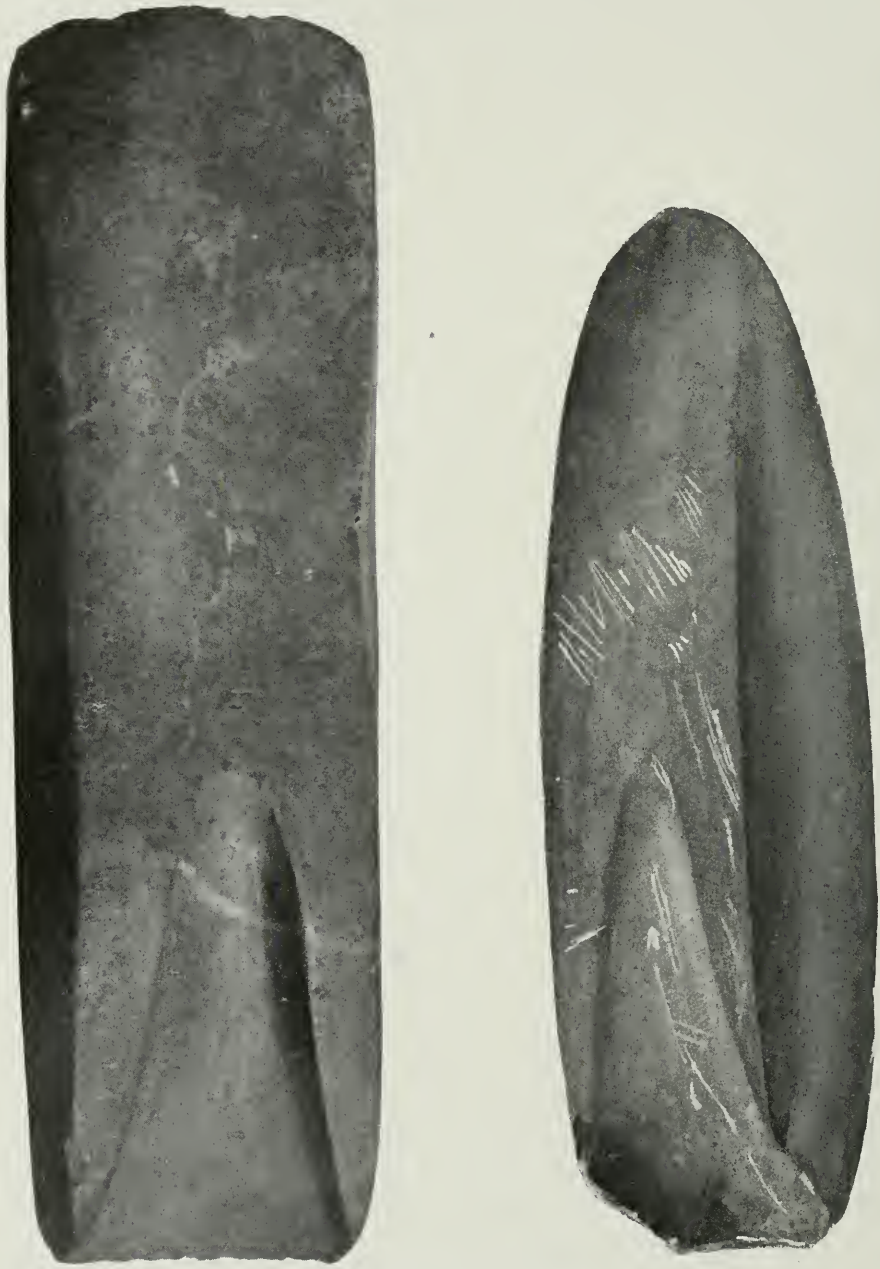
"While, as has been noticed, great variety occurs in the shape of the gouges in general, these are long, slender, flat, or slightly concave on the upper side and strongly carinate on the other, so that a cross-section has the form of a narrow, sharply pointed arch. The groove may, as in the figure, extend throughout the whole length, or only part way.

"These finer examples are usually longer. Evidently great care and labor were expended in fashioning such gouges as the long one figured, and they must have been made for some important purpose, but what that purpose was I cannot imagine. Diligent search in various old accounts which early explorers have left us has failed to bring any satisfactory explanation of these singular objects.

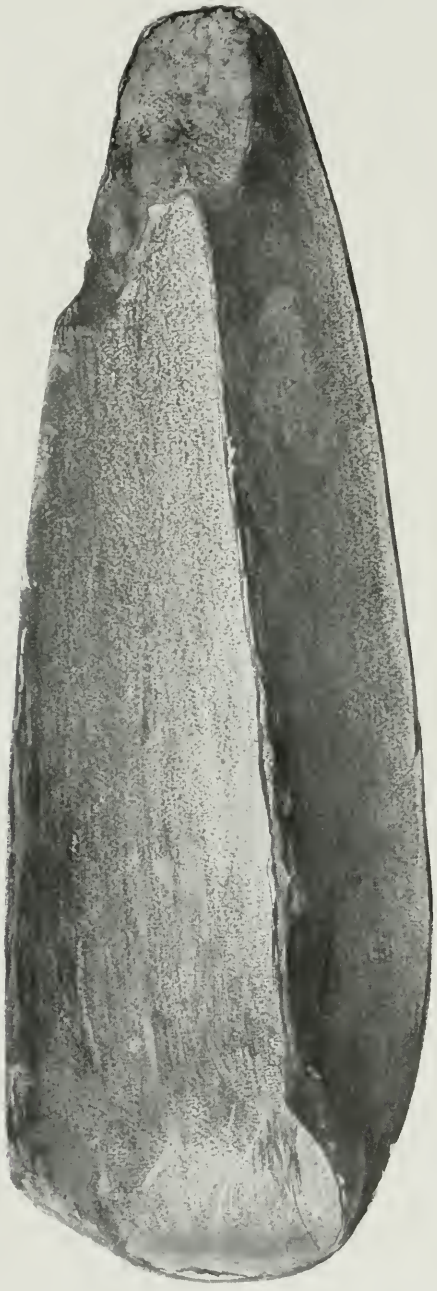
"But however these were used, there can be no doubt as to the use of most of the gouges. By far the larger portion are of hard stone, well fitted to endure rough service. In these, of which we have a number of specimens, one end is hollowed and curved to form a regular gouge edge, while the other is straight and bevelled to form a chisel. More rarely, both ends are hollowed, and of course in these the groove runs from end to end. As to the use for which the gouges were usually intended, there have been numerous suggestions, but none is entirely satisfactory.

"In one of his accounts Champlain speaks of seeing Indians on the coast of Maine making canoes, dug-outs, etc., by charring a properly prepared log and scraping out the burned portions, then charring again, and thus by alternate charring and scraping, they accomplished the desired end. Water poured over portions of the wood that were to be retained confined the burning, which was done with hot stones, to the part to be hollowed.

"No theory of the use of these gouges so well explains the excellent condition in which most of them are found as does the one that they were used chiefly in excavating or cutting where wood had been more or less charred. Among considerably more than a hundred of these specimens that have been found in this region by far the greater number do not show much, if any, effect of use."



Attiwandaron Gouges.



Attiwandaron Gouge.—No. 9,862.

PIPES.

Side View. Fig. No. 91.

Back View. Fig. No. 91.

This pipe, No. 91, was found just south of the Southwold Earthworks and probably was a Peace Pipe smoked by the ancient Attiwandarons during their long occupancy of this, the ancient capitol of their once powerful confederacy. What remains of this old fortification is simply a circular rim of earth enclosing about two and one half acres of ground; within the enclosure and around it the forest still stands; monuments to the memory of Souharissen, probably the last chief of this great agricultural people, and this beautifully made pipe may have been smoked as the pipe of peace when Dallion was made his ward.

Fig. No. 32,858.

Figure No. 32858 is a clay pipe, found in the township of Blanshard. While it is small, yet its capacity for tobacco corresponds with those of a much larger size. It is well shaped and has a very fine polish; in fact, looks as if it might have been glazed. The stem shows no evidence of wear. The Indians in ancient days rarely held the pipe with their teeth, their hands and lips being sufficient. This pipe, while very much larger than their infant pipes, yet is small when compared with some of the massive clay pipes manufactured by them. In pipe-making, the Attiwandrons were, if anything, in advance of all the other branches of the Huron-Iroquois family.

Fig. No. 33,622.

Figure 33622 is a clay pipe found on Lot 31, Concession 18, E. Zorra, of the Geo. A. Smith Collection, and is the customary form used and made by all the Huronic tribes. Its outline reminds us of many modern forms; the clay is well baked and the hole in the stem is in the centre; and, as is usual in these clay pipes, there is no evidence of it being held between the teeth when being smoked.

Fig. No. 33,090.

Fig. No. 33,903.

These two bronze tomahawks, Nos. 33903 and 33090, the former one in the Brown Collection, was found near St. Mary's; the latter was found on the 8th Concession, Ops Township, Victoria Co., and presented to the museum by Judge Moore of Lindsay. These bronze tomahawks, as may be seen by the photo-gravure, are beautifully figured, elegantly marked and polished. The one from Lindsay has the steel at the end broken off: the other one is perfect. One other pipe of the same pattern forms a part of the Laidlaw Collection, and is illustrated in the Report of 1897, page 31. They are noticeably very much smaller than the

usual iron weapons, and probably were simply used for ornaments, or when smoking the Pipe of Peace. Though found in widely different places, west and east, yet all three were manufactured in the same place, in the same manner, and were evidently made by hand and not by machinery. These pipes were brought in by the French in the very early days; probably before the Attiwandarons had ceased to be a nation.

Fig. No. 23,436.

Figure 23436 is a left lower jaw of a red deer (Virginianus) found on the Seeley Farm, Brantford Township, and presented to the museum by F. W. Waugh, Toronto. These bones are rarely found and only in the hardwood ash-beds where they are preserved. Bones such as this were used by the Indian women to scrape the corn from the cob, and when experimented with is found to be an excellent article for such purpose. The Attiwandarons were very extensive cultivators of corn. The entire south-western peninsula has, from the evidences of their village sites, been at one time or another under cultivation.

ADDITIONS TO MUSEUM

32115—Skin of seal. Obtained from Mrs. D. A. Jones, Beeton.
32116—Buckskin embroidered picture mat. Obtained from Mrs. D. A. Jones, Beeton.
32117—Buckskin embroidered picture mat. Obtained from Mrs. D. A. Jones, Beeton.
32118—Pair moccasins (buckskin). Obtained from Mrs. D. A. Jones, Beeton.
32119—Pair shoes (Esquimaux). Obtained from Mrs. D. A. Jones, Beeton.
32120—Pair moccasins, long (deer-skin tops). Obtained from Mrs. D. A. Jones, Beeton.
32121—Pair leggins (deer-skin tops). Obtained from Mrs. D. A. Jones, Beeton.
32122—Model of Esquimaux kayak. Obtained from Mrs. D. A. Jones, Beeton.
32123—Model of Esquimaux kayak. Obtained from Mrs. D. A. Jones, Beeton.
32124—Esquimaux bag. Obtained from Mrs. Mrs. D. A. Jones, Beeton.
32125—Set of musical pipes. Obtained from Mrs. D. A. Jones, Beeton.
32126—Fish line and sinker. Obtained from Mrs. D. A. Jones, Beeton.
32127-31—Stone pipes. Obtained from Mrs. D. A. Jones, Beeton.
32132—Stone tray lamp. Obtained from Mrs. D. A. Jones, Beeton.
32133—Walrus skull. Obtained from Mrs. D. A. Jones, Beeton.
32134—Large walrus tusk. Obtained from Mrs. D. A. Jones, Beeton.
32135—Small walrus tusk. Obtained from Mrs. D. A. Jones, Beeton.
32136-37—Small walrus tusk. Obtained from Mrs. D. A. Jones, Beeton.
32138—Toggle Point. Obtained from Mrs. D. A. Jones, Beeton.
32139—Toggle point. Obtained from Mrs. D. A. Jones, Beeton.
32140—Carved bone needle case. Obtained from Mrs. D. A. Jones, Beeton.
32141-48—Small pieces of bone (carved). Obtained from Mrs. D. A. Jones, Beeton.
32149—Polar bear tooth. Obtained from Mrs. D. A. Jones, Beeton.
32150—Piece of ivory (worked). Obtained from Mrs. D. A. Jones, Beeton.
32153-32598—By exchange with Clayton McCall, Esq.
32153—191—Fragments of pottery; Charlotteville and Walsingham townships.
32192-247—Stone axes, adzes and chisels.
32248—Stone gouge.
32249—Stone implement.
32250—Arrow head, British Columbia.
32251-583—Arrow heads, Norfold Co.
32584-589—Scrapers. Norfold Co.
32590-98—Drill. Norfold Co.
32599 to 33088—Procured from L. D. Brown, Esq., St. Mary's.
32599-627—Stone adzes. axes, etc., townships of Blanshard and Nissouri.
32628—Hammer stone, N.-W. Territories.
32629—Stone axe, Nissouri township.
32630-633—Stone chisels or small adzes. Nissouri township.
32634-35—Stone gouges, Nissouri township.
32636—Imperfect grooved axe, township Nissouri.
32637-38—Large grooved hammers. Dakota and N.-W. Territories.
32639—Grooved axe, N.-W. Territories.
32640—Rubbing stone, Michigan, U.S.
32641-809—Chert specimens, arrow heads, spear heads, etc.
32810-820—Fragments of pottery, township of Nissouri.
32821—Shell, old Fort Dorchester.
32822—Bow and arrow. Oklahoma, U.S.A.
32823—Stone club. N.-W. Territories.
32824—Pair moccasins, Alaska.
32825—One small beaded bag, Alaska.
32826—One tusk. township of Nissouri
32827—Piece of bone, Dorchester and London townships.
32828—Piece of bone, Dorchester and London townships.
32829—Piece of bone, Dorchester and London townships.
32830-31—Teeth, Nissouri and London townships.
32832—Bone pendant, township of Blanshard.
32833-35—Bone awls, London and Dorchester townships.
32836—Piece of bone. London and Dorchester townships.
32837—Sandstone pipe, N.-W. Territories.
32838—Small beaded pouch, Oklahoma, U.S.A.
32839—Pair beaded moccasins, N.-W. Territories.
32840—Beaded mat. Oklahoma, U.S.A.
32841—One large stone hammer. N. Dakota, U.S.A.
32842—Catlanite pipe, N.-W. Territories.
32843-44—Bird amulets, township of Blanshard.
32845—Wampum, Oklahoma, U.S.A.

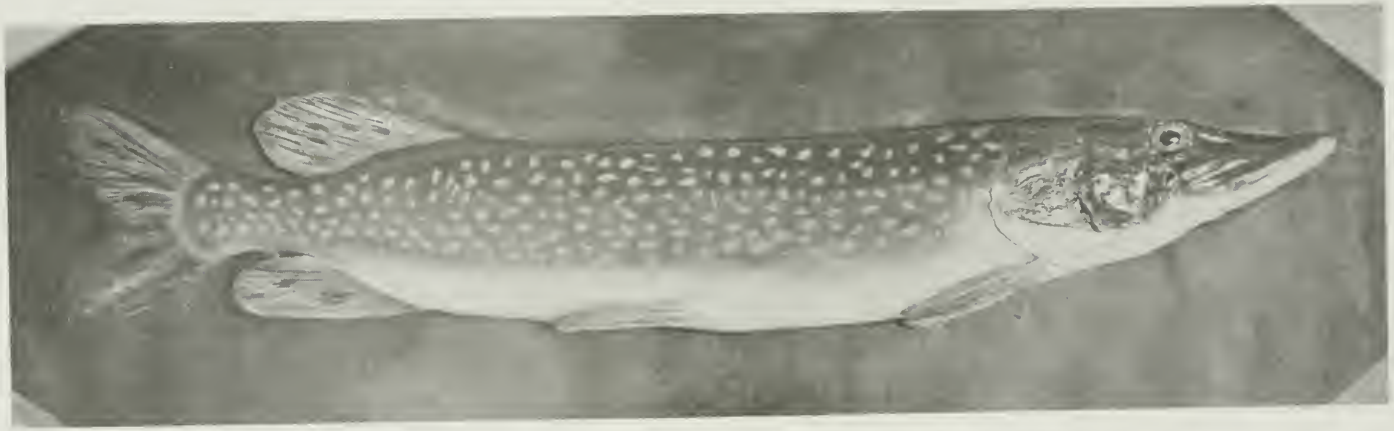
32846—Old knife, found in Nissouri township in 1836.
32847—Brass shell, taken from Custar's Battle field.
32848—Piece of bone, taken from Custar's Battle field.
32849—Catlanite spear point.
32850—Uma pottery, Arizona.
32851—Modern caved stone knife, township Blanshard.
32852—Suture cap, Old Man River, McLeod, Alta.
32853—Piece of partly worked red slate, township of Dorchester.
32854—Small stone knife, township of Dorchester.
32855—Piece of pottery, township of Dorchester.
32856—Bowl of clay pipe, township of Dorchester.
32857—Bowl of clay pipe, township of Dorchester.
32858—Small clay pipe, Dorchester Tp.
32859—Shell, Blanshard Tp.
32860-61—Shells, township of Blanshard.
32862—Metal spear point, Eskimo.
32863-67—Fragments of banner stones, township of Blanshard.
32868-69—Fragments of gorgets, township of Blanshard.
32870—Gorget, Township of Blanshard.
32871—Half of banner stone, township of Nissouri.
32872—Stone implement, township of Nissouri.
32873-75—Gorget, township of Nissouri.
32876—Gorget, township of Downie.
32877—Gorget, township of Zorra.
32878—Gorget, township of Nissouri.
32879—Gorget, township of Nissouri.
32880—Gorget, township of Downie.
32881—Gorget, township of Blanshard.
32882-85—Gorgets, township of Nissouri.
32886—Fragment of gorget, township of Nissouri.
32887—Gorget, township of Nissouri.
32888—Fragment of gorget, township of Nissouri.
32889—Stone axe, Lake Erie.
32890—Ceremonial stone, Nissouri.
32891—Fragment of banner stone, Nissouri.
32892—Stone tube, Nissouri.
32893—Bowl of a soapstone pipe, County Welland.
32894—Six partly work stones, township of Nissouri.
32895—Stone chisel, township of Nissouri.
32896—Stone tube, township of Nissouri.
32897—Soapstone pipe, township of Nissouri.
32898—Iron tomahawk pipe, township of London.
32899-902—Iron adzes, township of London.
32903—Bronze tomahawk pipe, township of London.
32904-33087—Arrow heads, township of Blanshard.
33088—Bangles, made of deer toes.
33089 to 33113—Gift of F. D. Moore, Esq., K.C., Lindsay, Ont.
33089—Pistol trap, near Fairburn Post Office.
33090—Bronze tomahawk pipe, 8th Con., Ops township, Victoria County.
33091—Iron tomahawk, Minden township, Haliburton county.
33092—Quartz arrow head, Lake St. John, near Orillia.
33093-102—Fragments of pottery, Ops township.
33103—Stone whorl, Ops township.
33104—Stone whorl, Ops township.
33105—Rubbing stone, n.w. quarter lot 16, con. 5, Barapora township, Victoria county.
33106—Hammer stone, n.w. quarter lot 16, con. 5, Barapora township, Victoria county.
33107—Stone chisel or adze, n.w. quarter lot 16, con. 5, Barapora tp., Victoria county.
33108—Stone chisel or adze, n.w. quarter lot 16, con. 5, Barapora tp., Victoria county.
33109-111—Stone chisels or adzes, east pt. of s.w. quarter lot 2, con. 3, Ops township.
33112-113—Fragments of stone chisels of adzes, s.w. quarter lot 2, con. 3, Ops township.
33114—Horseshoe, etc., used at one time by the Wells-Fargo Express Co.
33115—Chert scrapers, River Thames, near Dorchester. Gift of M. Smith, London.
33116—Stone adze, s. boundary Blanshard township. Gift of Geo. McDonald, Esq.
33117-122—Chert arrow heads, s. boundary Blanshard township. Geo. McDonald, Esq.
33123-124—Stone axes, lot 33, con. 4, Nissouri W. R. Sidney Bridgeman, Esq.
33125—Chert specimen, lot 33, con. 4, Nissouri W. R. Sidney Bridegman, Esq.
33126-130—Arrow heads, lot 33, con. 4, Nissouri W. R. Sidney Bridgeman, Esq.
33131-133—Stone adzes, lot 28, con. 4, Nissouri W. John E. Bowers, Esq.

33134–33682—Presented by George A. Smith, Tavistock, Ont.
33134–33179—Fragments of clay pipes, lot 10, Beasly Block, Waterloo.
33180–33189—Fragments of clay pottery, lot 10, Beasly Block, Waterloo. And from lot 31, con. 13, East Zorra.
33190–33519—Chert specimens, lot 31, con. 18, East Zorra.
33520–33551—Stone adzes, East Zorra, Wilmot and Blandford townships.
33552—Stone gouge, East Zorra, Wilmot and Blandford townships.
33553—Stone gouge, East Zorra, Wilmot and Blandford townships.
33554–33557—Stone chisels, lot 10, Beasly Block, Waterloo.
33558—Gorget, lot 31, con. 18, E. Zorra.
33559—Unfinished gorget.
33560–563—Fragments of stone gorgets, lot 35, con. 18, East Zorra.
33564—Iron tomahawk, lot 31, con. 18. East Zorra.
33565—Stone implements, lot 30, con. 2, Block A, Wilmot township.
33566—Stone implements, lot 30, con. 2, Block A, Wilmot township.
33567–69—Clam shells, lot 10, Beasly Block, Waterloo.
33570–75—Fragments of pottery, lot 10, Beasly Block, Waterloo. and from lot 31, con. 13, East Zorra.
33576–81—Teeth, lot 31, con. 13, East Zorra.
33582–97—Bone beads, lot 10, Beasly block, Waterloo.
33598–618—Bone awls, lot 10, Beasly block, Waterloo.
33619–621—Fragments of pottery, lot 4, con. 7, Blandford township. Fred Mitchell.
33622—Clay pipe, lot 31, con 18, East Zorra.
33623–632—Leaf-shaped arrow heads, found in a heap on lot 25, con. 15, near Cassel, N.R. Oxford, by Adam Becker, Esq.
33633–679—Arrow heads, lot 10, Beasly Block, Waterloo.
33680–681—Pendants, lot 10, Beasly Block, Waterloo.
33682—Fragment of Skull, lot 31, con. 13, Tast Zorra.
33683—Fragment of bone, lot 10, Beasly Block, Waterloo.
33684—Arrow head, McKay's creek, Nissouri township. Procured from L. D. Brown, Esq.
33685—Arrow head, Assinaboine River, Sask. Procured from L. D. Brown, Esq.
33686—Micmac adze, Nova Scotia. Dr. R. B. Orr.
33687—Brant's rifle. Gift of C. K. Buchanan's estate, Brantford, Ont.
33688–707—Boomerangs. Gift of A. Owen Speight, Esq., Australia.
33708–711—Clubs. Gift of A. Owen Speight, Esq., Australia.
33712–719—Spear points (wood). Gift of A. Owen Speight, Esq., Australia.
33720—Shield. Gift of A. Owen Speight, Esq., Australia.
33721–22—Dance implement. Gift of A. Owen Speight, Esq., Australia.
33723—Kelp blub (carved). Gift of A. Owen Speight, Esq., Australia.
33723—Shield. Gift of A. Owen Speight, Esq., Australia.
33725—Shield. Gift of A. Owen Speight, Australia.
33726—Spear point. Gift of A. Owen Speight, Australia.
33727—Spear point (white). Gift of A. Owen Speight, Australia.
33728—Small moccasin. Gift of C. H. Hale, Esq.
33729—Arrow head. Gift of C. H. Hale, Esq.
33730—Pueblo water jug. Procured from Mrs. Annie Orr.
33731–2—Brass kettles, Baby Farm, Humber River. Gift of H. Smith, Esq.
33733–35—Skulls, Baby Farm, Humber River. Gift of H. Smith, Esq.
33736—Four bones, Baby Farm, Humber River. Gift of H. Smith, Esq.
33737—Lace making pillow. Gift of Mrs. Harley.

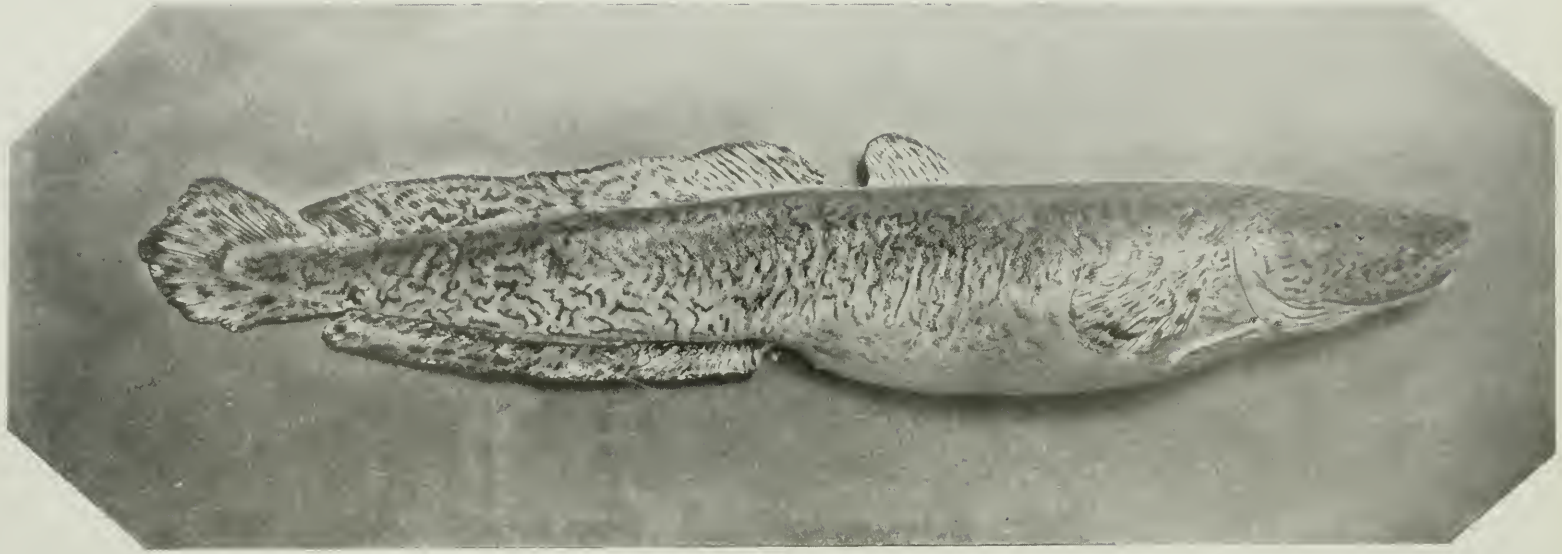
Cast of Gar-fish. (*Lepisosteus osseus.*)
From Lake St. Clair.

Cast of Channel Catfish. (*Ameiurus lacustris.*)
From Lake St. Clair.

CAST OF LAKE STURGEON. (*Acipenser rubicundus.*)
From Lake Huron.



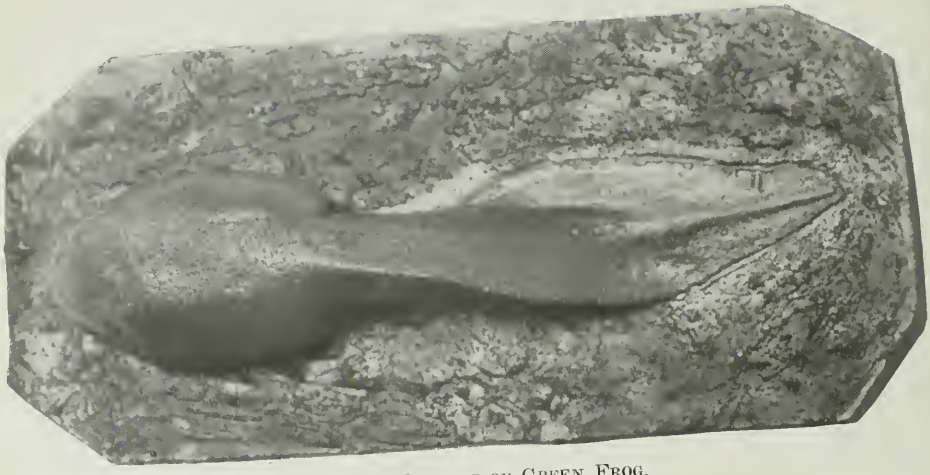
Cast of Common Pike. (*Lucius lucius.*)
From Lake Ontario.



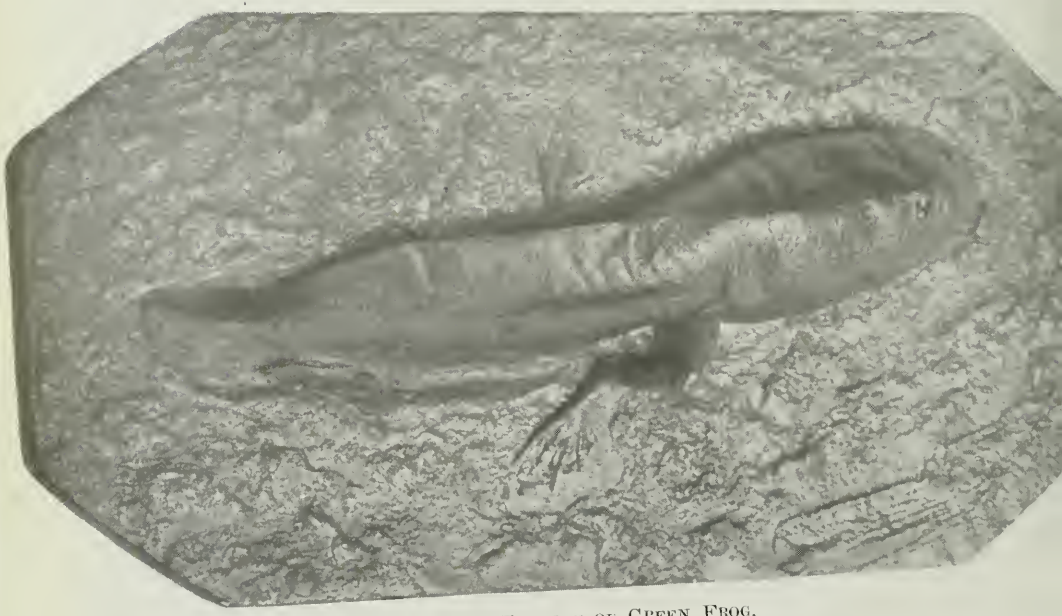
CAST OF LING. (*Lota maculosa.*)
Great Lakes.

Cast of Carp (*Cyprinus carpio*).

Introduced from Europe; now common in the Great Lakes region of Ontario.



Cast of Tadpole of Green Frog.
First stage.

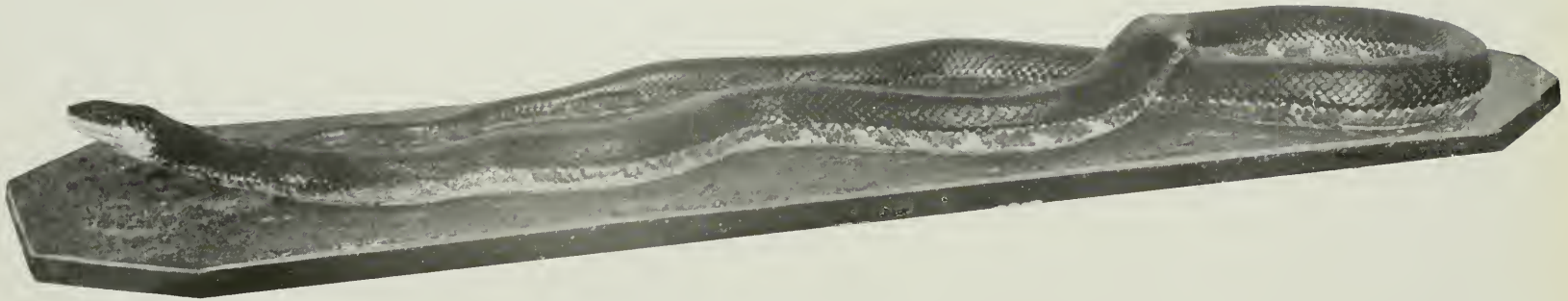


Cast of Tadpole of Green Frog.
Second stage.

Cast of Bull Frog. (*Rana catesbeana.*)
From Lake St. Clair.

Cast of Riband Snake. (*Thamnophis sauritus.*)
Toronto.

Cast of Water Snake. (*Natrix sipedon.*)
From Parry Sound District.



Cast of Black Snake. (*Bascanion constrictor.*)
From Essex County, Ontario.

Cast of Snapping Turtle. (*Chelydra serpentina.*)
From Toronto Bay.

BINDING SECT. AUG 2 5 1967